

The **School and Community**

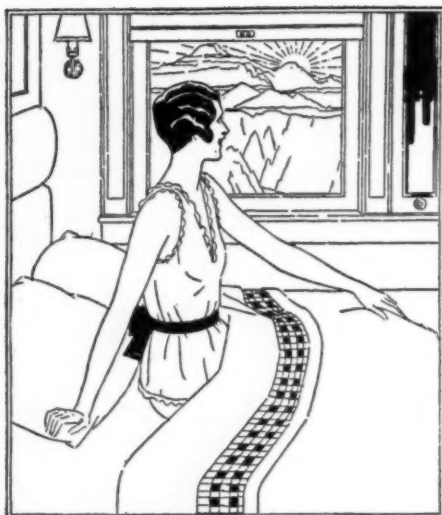
Volume XIV

FEBRUARY, 1928

No. II



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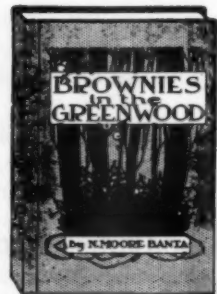
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THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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EDITORIAL

OUR COVER PAGE

I have heard that some ancient peoples, probably the Arabs, were accustomed to make the exterior of their dwellings as unattractive as mud could make them in order that the passerby would get no suggestion of the rich treasure that the house contained. While this reasoning has never applied to the cover of *THE SCHOOL AND COMMUNITY*, the effect may have been unwittingly produced by it, for we believe that the covers have not always been adequate indices of the contents.

Beauty is its own excuse for being but there are additional justifications for it, among them appropriateness, concomitant results, and the joy of attainment. Beauty is appropriate to princesses and heroes, but not expected in charwomen and scavengers. It is not necessary in the character of a coal truck, but automobile manufacturers are vying with each other in the application of beauty to their products. A car might be bereft of beauty and still test high in endurance, speed, economy and comfort. Color may add nothing material except pigment, but when artistically applied, it transforms an ugly canvass into a Mona Lisa, puts on a threatening cloud the bow of cheer and promise, and imparts to the sallow cheek the glow of health and the blush of beauty. If beauty is appropriate, concomitant and necessary of attainment in any publication, certainly a teachers' magazine is deserving of and should demand this quality.

Our cover pages have been the best our resources, artistic and financial, could make them. However, they have been far from what our feelings and intuitions have told us they should be. With this issue the covers leave the limitations of our financial barriers and approach more nearly our tastes and desires.

How can these things be? This is a question that perhaps came into your mind when you contemplated the beautiful four color picture on our cover page. The

answer is cooperation. What a magic thing is this cooperation which has brought to us schools, roads, governments, necessities and luxuries of every kind. Through the cooperation of ten state teachers magazines, we have been enabled to secure this cover without adding materially to our expenses. They have all been printed, more than 240,000, on the same press using the same picture, the same plates. Thus the magic of mass production has brought to *THE SCHOOL AND COMMUNITY* an added attraction.

We owe more than a word of commendation and appreciation to Editors E. M. Hosman and E. T. Cameron of the Nebraska Educational Journal and the Michigan Educational Journal respectively, for it has been through their indefatigably work and brilliant ingenuity that this cooperation has been brought about.

WE NEED YOUR HELP

YOU CAN help start an educational museum in your new State Teachers Association Headquarters building. The most beautiful room in the building is the library and directors room. It is about fifty by twenty-two feet in size and its walls are composed of book shelves. We want these shelves to contain a sample of all the old time text books that we can gather. We wish to have such a display that a teacher who visits this building may see the evolution of texts as it has gone on in the United States. You, no doubt, have some of the books we need and will be glad to place them here in this museum where they will be cared for and where they will be enjoyed by thousands of teachers.

Will you write the editor of *The School and Community* telling him what you have, or giving him information about what you may know that some of your friends have, that would help in the collection.

Address, Thos. J. Walker, Editor, Columbia, Missouri.

TOAST TO THE SCHOOL

By Joy Elmer Morgan

LET US MAGNIFY the free public school; founded in the idealism of our pioneering forefathers on the Atlantic Seaboard; nurtured on the black soil of the central plains; raised to lofty heights of purpose and achievement in the mountain and pacific states; now recognized everywhere as the chief servant of democratic life; America's choicest gift to civilization; blood brother of the home; necessary companion of a realistic church; the very foundation of an efficient democratic state; a chief concern of every citizen; the birthright of every child; the hope of a better tomorrow.

In the faith that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who work in the schools that youth may be lifted up. Let us draw the keenest minds, the noblest hearts, the finest spirits from among our young into the teachers colleges; let us train them well according to their gifts and send them forth inspired with their sacred mission; let us reward them with salaries adequate for the good life, with security of tenure, and provision for their later years.

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood.

"THE TEACHER"

A Toast—or A Roast by Miss Mayme Winston

YOU KNOW THAT we all go to the school of experience whether we want to or not. We can't possibly quit, nor be expelled, no matter what our conduct may be; and there is no possible chance of our ever graduating how ever excellent our standings. After many years in this school of experience, I am going to say a word concerning the great and noble profession of school teaching as it now presents itself to me, with the emphasis on the NOW.

Nothing upon the face of the earth equals it. It has such a broadening and enriching effect upon the lives of those engaged therein.

A teacher should possess the wisdom of Solomon, the patience of Job, the devotion of Joan of Arc, the prudence of Franklin, the meekness of Moses, the administrative ability of Cromwell, the inventive genius of Edison and the soul music of St. Cecelia, to say nothing of a liberal endowment of faith, hope and charity.

Think of the varied and manifold activities we are permitted to engage in. How broadening to the mind! Contemplate our privileges! First we have the duty of teaching the fundamentals of our great educational system, commonly known as the 3 R's. This is an exceptionally va-

ried recreation. We are expected to supply not only the knowledge itself, but in many instances the capacity to grasp and hold the knowledge.

We are nurse and physician and should know, by all means, when Johnny is taking any disease whatsoever, from measles to love sickness. At the intermission periods we enjoy so many wonderful entertaining games, such as ball, hop scotch, leap frog, tennis and what not. If these amusements pall upon us, there is always the possibility of a fight where our presence is essential, if not appreciated.

We give training in morals, manners, music and art. On demand and without days of grace we must furnish smilingly and graciously all patterns and decorations for any and every conceivable function held within our midst.

We are of course zoologists and must know by sight, and even "sight-unseen," every variety of creeping things that may accompany our small charges to the school room, as well as the methods for their (the creeping things) eradication.

How very grateful we should be for our progress in the last fifty years. Our sisters of "ye olden times" taught only the a, b, c's to their children. But we have become alienists and we know the IQ's, AQ's, the AE's and the IB's of every Sal-

ly and Johnnie in our charge. My what a wonderful privilege is ours!

Then too, it's so entertaining to know the family affairs of our patrons, what Mother's new hat cost and how much Daddy owes on the new car, and no effort need be expended on our part to secure this information.

Our patrons idolize us, and frequently bestow such loving epithets upon us as "old hen," "old lady so and so," "old maid" and opprobiums too numerous to mention.

To fill in the many leisure hours which otherwise would hang so heavily upon our hands we are allowed to make our numberless reports of all manner of sizes, shapes, colors, description, and contents from the Superintendent's office. Oh how much more worth while than wasting our valuable time on cross word puzzles!

Now besides all these wonderful advantages we are paid, often times, as much as \$80 per month, which is all ours, (after helping all worthy and deserving people and all enterprises).

In the light of all these wonderful privileges I wish to toast the profession of school teaching and the school teacher as being indeed and in the truth the bulwark of our nation.

DO CHILDREN HAVE IDEAS?

Ella Victoria Dobbs

THREE TIMES in one day doubts were expressed in our hearing on the above question. The first one said. "What's the use of talking about free expression? These children have nothing to express. You've got to put some ideas in their heads before you can get any out."

The second said, "Now about this free expression—I tell you they don't know how to express an idea after they get one. Sunsets to circuses, no matter what the subject is, their productions are mere jumbles. What they need is drill on fundamental principles and then perhaps they will know how to set down what they see."

And the third was a teacher of older children, who caught the echo of one of

these earlier conversations and said "Ideas? Well, they may have some when they are little, but they lose them by the time they get to me."

Then we went out to watch some kindergarteners at play. First we watched some little girls who were organizing themselves for a game of **Come to See**. Small Betty was directing arrangements somewhat after this fashion—"Now this will be my house and you live over there. And play Mary was your little girl, etc., etc." until numerous details were planned out, including their respective telephone numbers. The imaginary telephones were soon in vigorous use exchanging arrangements for a party in the evening and extra help to care for the children while the parents were away.

In another part of the yard some small boys were "being" railroad trains, blowing whistles, ringing bells, getting passengers on and off, collecting fares and doing all the many things trains and train officials must do. In the midst of it all strutted one sturdy chap who announced himself as the policeman and warned everyone to look out or he would put them in jail. This reminded us of a day when a kindergartener came to school in a new policeman's uniform. Immediately the whole group of boys began "being" drunks and robbers and other law breakers for the policeman to put in jail and a small bedlam was let loose in less time than it takes to tell it. The teacher, being wise, did not forbid this **free expression** but called for a counsel on the duties and responsibilities of policemen. In the conversation that followed it came out that policemen direct traffic and keep cars from running into each other and that they help children across crowded streets and do many other friendly things. Whereupon the game was resumed with even greater enthusiasm and on a higher level of order and ideals. All the drunks and robbers wanted to be let out of jail so they could be automobiles or ladies crossing the street or in some way get into this more peaceful and orderly game.

Remembering the question, we thought—"The little folks seem to have ideas enough, what does the school do with them?" We continued our voyage of discovery and halted next in a room where poster making was the order of the day. As we entered the teacher was saying, "Now I want you to pay very close attention because these posters are going to the Fair and this room has had the prize every year and you children must not spoil our record."

The poster in question required a forest for a background. Careful directions were given as to how to cut a tree. A sketch was made on the board and the teacher demonstrated the process before scissors and practice paper were passed. During the cutting which followed frequent admonitions not to let the scraps fall on the floor were given. Some who had not paid attention to the instruction and failed to get the **teacher's idea**, did little except random snipping. Of these

the teacher said "They can't pass anyway so I don't bother much with them. Perhaps they will get it next year."

Of the rest a few did get the **teacher's idea** and after practice were allowed to cut green trees from green paper, from which she selected enough of the best ones to make the forest. All were told to sit still while the successful ones went proudly forward and mounted their trees on the big poster, the teacher showing them just where each one was to go and making sure that it went on the exact spot where she wanted it by doing much of the pasting herself. One of the unsuccessful ones asked "Now may I cut what I want to cut?"

We went to the fair later on and we found that poster all complete with a blue ribbon attached to it. And as we halted to admire—it was a lovely poster—we heard the teacher saying to visitors, "Yes, indeed, the children cut every piece and pasted them all in place." And remembering our visit, we said within ourselves—"Yes, they cut every piece, but from **start to finish** they **did not make** that poster."

Concerning children's ideas another instance comes to mind. The writer was exhibiting to a County Teachers' Meeting some simple toys among which was a doll's teeter made of a few scraps of wood and balanced by a lump of clay on the end of a string. A teacher on the front seat asked "What is that weight on the teeter?" When the answer came, "That is a ball of clay," she looked most disconsolate and said, "Oh, we don't have clay," and apparently smothered her feeble impulse to try a little toy making in her school.

Not long after the same toys were shown to some first grade children with the request that they try to make some of them during their Easter vacation and bring them to an exhibit the next week.

On Monday afternoon three grimy children trudged into the exhibit hall bringing the parts of a teeter and a merry-go-round both made by the little six-year-old girl who was leading the party. They sat down in the middle of the floor to assemble the parts and we observed that she, too, had not had any clay to make the weight to balance her teeter but that

had not balked her plans. She had used **a rock**. Also, as she proceeded to put her toy together she found she did not have the double pointed tacks that had been used on the original. When she asked for tacks, ordinary carpet tacks were offered. These she refused saying "I want the kind that have two points on." These not being available she went back to her work, but in a few minutes returned saying, "Say, don't you think if I put two of those tacks side by side it would do?" We answered, "Let's try it and see" and offered the carpet tacks again. They were accepted and used most successfully. Two dolls, dressed by the same six-year-old, were tied into their seats and as they teetered in evident happiness, held in safe balance by the rock weight and the improvised staples, the vision of the county teacher rose before us. The little first-grader "didn't have clay" and didn't have double pointed tacks but she had a head. We even venture to insist that she had ideas.

But we wonder if she still has ideas of her own. If through the past six, eight, or ten years she has been obliged to hold her hands while someone "showed her how," if she has been forced to try to express the teacher's idea which she only

vaguely understood; if all the materials needed for her school projects have been provided, all cut to measure. If, however, the stamp of approval has emphasized imitation, rather than thinking, we are sure that much of her early spontaneity and courage are gone. She now probably presents her work to her teacher and asks "Is this the way **you want it?**" She probably asks when she buys a new coat "What are 'they' wearing now?" She probably hems up her skirt just so many inches from the floor according to what "they" demand, regardless of her height or the size and shape of her nether extremities. She probably decorates(?) her face as profusely whether she is to be seen behind the footlights or at close range in the garish light of noon day. If so, who is to blame? Have we "offended" some of the little ones by stealing away or smothering their individuality and their impulse to think independently?

"Think for thyself—one good idea

But known to be thine own

Is worth a thousand gleaned

From fields by others sown."

Of those who so offend these little ones the master teacher said "It were better that a millstone were hanged about his neck and that he be cast into sea."

EDUCATIONAL FACTS GRAPHICALLY ILLUSTRATED

TEACHING IS far short of being a profession, at least in the matter of financial reward given those who enter the work, according to a statement issued by John K. Norton, Director of Research for the N. E. A. In a bulletin entitled "The Advance of the American School System" Mr. Norton points out that in only one state is the average salary of teachers as great as that of all gainfully employed workers. For the United States as a whole the average salary of teachers is only 64% of the average salary for all gainfully employed workers. In Missouri the teachers average salary, when administrative officers are counted as teachers, is only 57% of that of the average worker throughout

the United States; and is only 89% of the average teachers salary for the United States. In this regard Missouri's rank is 23rd.

If the income furnished by a given type of work determines the type of personality which enters that work it is evident that teachers might be expected to be somewhat below the average in personality. The influence of his condition upon the young life of America is cause for serious consideration.

Relative to the "over-supply" of teachers Mr. Norton says "There is an over-supply of people who are willing to keep school, but there is not an over-supply of trained teachers."

THE CHART ON page 79 sets forth graphically the comparison of teachers salaries in the United States with those of other groups of workers.

THE CHART on page 80 shows the average number of years children attend school. It presents a range of 5.05 years, from 9.08 in Massachusetts to 4.03 in Alabama. Missouri has 1.5 years less than Massachusetts and 3.53 more than Alabama, and ranks twenty-third among the states. On the average we are making our citizens less than eighth graders, while the nation as a whole is slightly less than a year behind us. Of the states that border Missouri, four do notably better and four are considerably worse. But when the large negro population of Kentucky, Tennessee, Arkansas and Oklahoma is considered along with the fact that we rank much above these states in point of wealth there is no cause for great elation about our rank in this regard.

ON PAGE 81, is reproduced a chart showing the opportunity to attend school offered by each state and the use that is made of that opportunity. In this table Missouri makes a relatively poor showing, ranking thirty-first. We are exactly average in the number of days attended and one day below the average in the number of days schools are kept open. That practically 20% of the days that schools are kept open is wasted because of non-attendance suggests a possible saving that might be made by a more rigid enforcement of the attendance laws and by the improvement of health conditions. Here again Missouri stands half way when listed with the states that border her.

THAT MISSOURI is getting a great deal for the money expended is suggested when the above facts are considered with the fact that she ranks thirty-sixth in current expenses per pupil, and twenty-ninth in average value of school property per pupil. But whether the saving that is accomplished by a re-

duction of teachers' salaries and working equipment is a real *saving* is subject to serious questioning.

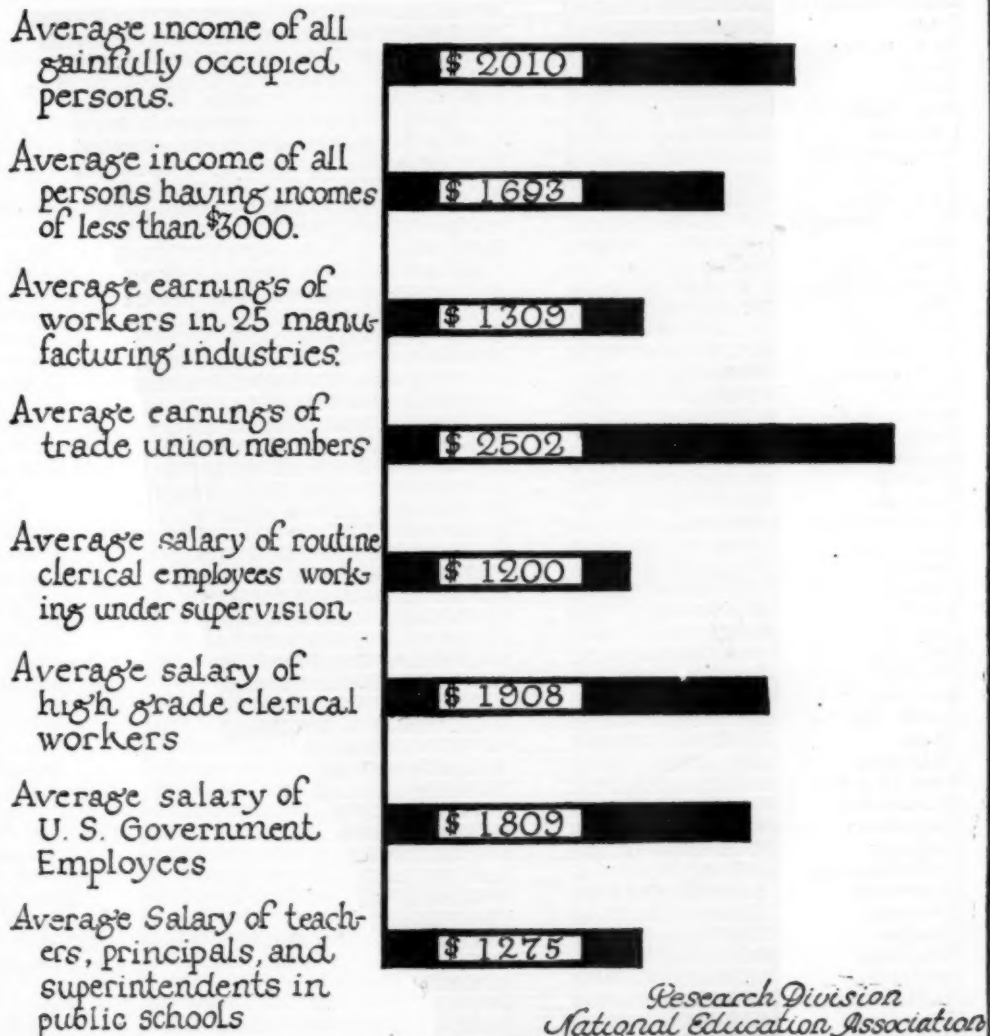
ON PAGE 82, is a graphic representation of receipts for public higher education for each \$100,000 of wealth in 1923-24. This graph is compiled from Bureau of Education data and takes into consideration all state supported schools of college rank. It is based solely on ability to support education and is evidence of our comparative niggardliness in support of higher education. Ranking thirty-seventh, doing only one-third as much as South Carolina, one-half as much as Oklahoma, and less than thirty-six other states we certainly cannot be accused of going wild over higher education.

AN ANALYSIS of Missouri's expenditures for education from state funds during the past twenty-five years has been made by the Associated Industries of Missouri. From this report is seen what is already clearly evident, namely that education has had to bear the brunt of increased costs of government during a time of mounting prices and extended governmental functions because corresponding increases in the State's revenue have not been made. Inevitable increases in government costs have been met by taking from the support of education rather than by increase of revenue. According to the Associated Industries' figures the State's expenditures have increased since 1913-14 by 141.23%, not counting the cost of the road program, and since 1901-02 the increase has been 325.17%. It is notable that these tabulations show that while the public schools, elementary and secondary, got 67.77% of all the money the state spent for education in 1901-02, in 1925-26 they got only 44.37%, a reduction in their proportion of more than one-third.

An interesting and suggestive feature of this survey is a comparison of Missouri with ten of her neighbor states in the matter of expenditures for education from state funds. This comparison shows that Wisconsin spends the greatest per-

(Continued on page 83)

COMPARISON of TEACHERS SALARIES WITH EARNINGS AND INCOMES OF VARIOUS GROUPS OF GAINFULLY OCCUPIED PERSONS IN 1926



Read table thus: The average income of the 44,600,000 gainfully occupied persons in the United States in 1926 was \$2010. Similarly read figures for other groups of workers.

Sources of data: These figures based upon a number of income and wage investigations cited in the May, 1927 Research Bulletin of the National Education Association.

AVERAGE NUMBER OF YEARS CHILDREN ATTEND SCHOOL



Research Division National Education Ass'n.

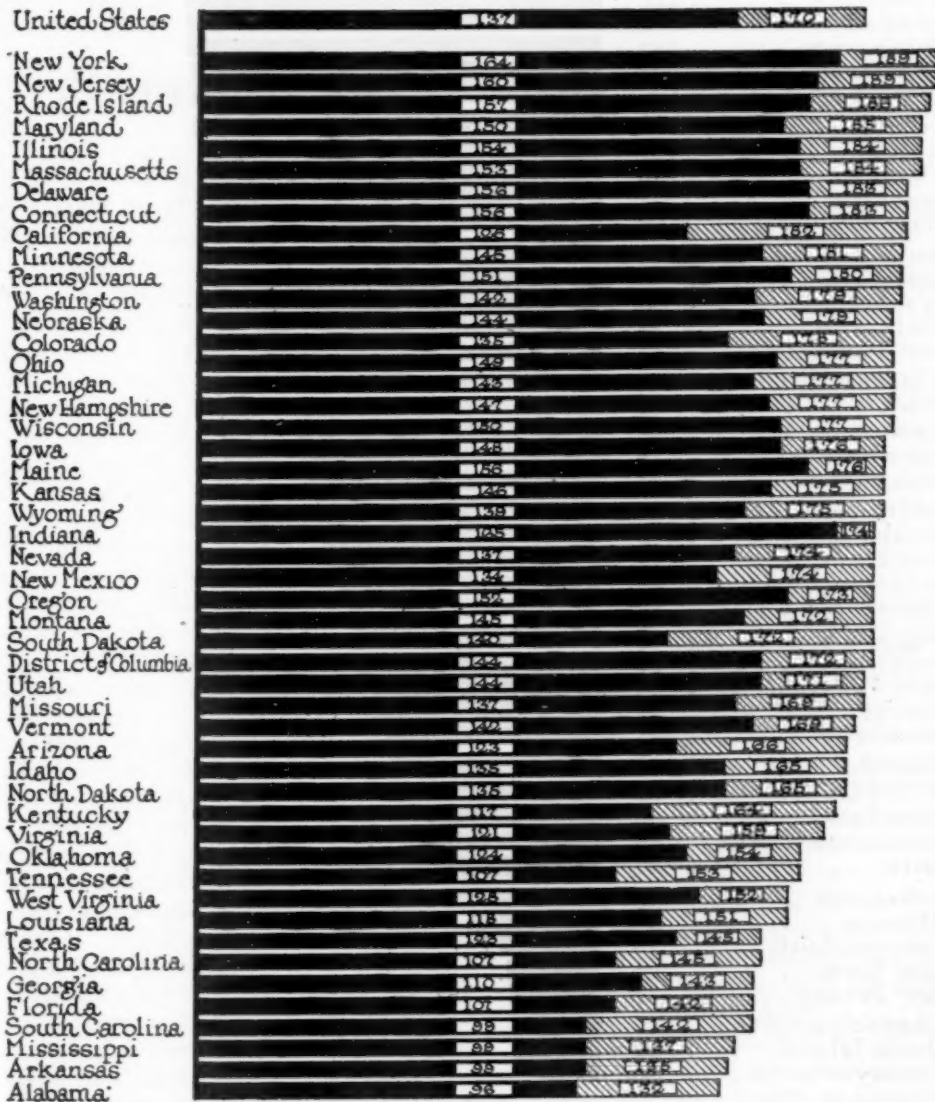
Based on Data from U.S. Bureau of Education.

OPPORTUNITY TO ATTEND SCHOOL AND USE MADE OF OPPORTUNITY

AVERAGE LENGTH OF SCHOOL TERM AND AVERAGE
NUMBER OF DAYS ATTENDED PER PUPIL ENROLED

Average Number of Days
Attended Per Pupil Enrolled

Average Number of Days
Schools Were in Session



Research Division National Education Ass'n.

Based on data of U. S. Bureau of Education

TABLE ———
**RECEIPTS FOR PUBLIC HIGHER EDUCATION FOR EACH
 \$100,000 OF WEALTH IN 1923-24**

	<i>Income for each \$100,000 of Wealth</i>	
South Carolina	\$159	
North Dakota	124	
North Carolina	122	
Michigan	120	
Minnesota	112	
Vermont	111	
Colorado	110	
Oklahoma	110	
Wyoming	109	
Arizona	108	
Nevada	108	
Idaho	106	
Wisconsin	106	
New Mexico	104	
Virginia	99	
Iowa	98	
Montana	95	
Oregon	94	
Louisiana	92	
South Dakota	88	
Mississippi	81	
Utah	81	
Texas	80	
Kansas	79	
Washington	78	
California	75	
Maine	73	
New Hampshire	72	
Indiana	69	
Alabama	67	
Nebraska	66	
Delaware	62	
West Virginia	61	
Georgia	59	
Kentucky	57	
Florida	54	
MISSOURI	53	
Maryland	46	
Tennessee	46	
Ohio	43	
Arkansas	42	
Illinois	34	
Connecticut	26	
New York	24	
New Jersey	23	
Massachusetts	22	
Rhode Island	22	
Pennsylvania	15	

In the amount of money spent on higher education for each hundred thousand dollars of wealth, Missouri ranks thirty-seventh. When the fact is considered that six of the states ranking below Missouri do not maintain State Universities, Missouri's low rank becomes all the more significant. Figures include expenditures for all state supported schools of college rank.

cent while Missouri spends the smallest. In 1925 Wisconsin's schools got 48.10% of the total state fund while Missouri's schools got 13.22%. In absolute amount Wisconsin gave to public education \$17,000,000 while Missouri expended in a similar way only \$7,500,000. On the basis of population Missouri is spending as a state \$2.11 per capita while Wisconsin spent more than \$6.00 per capita.

We are not sure that we agree with the Associated Industries in its conclusions based on the figures of its survey

that the sensible method is to locate wasteful expenditures and establish a central purchasing bureau. There is some argument against putting all our eggs in one basket and giving the basket to one man appointed on the basis of political preferment. We cannot refrain from wondering what the situation might be if such purchasing as has been done for the penitentiary and the hospital at Nevada for the past three years had prevailed in the state as a whole.

KEEPING THE PORES OF ONE'S MIND OPEN

by
Berenice Beggs

EVERY INDIVIDUAL has a philosophy of life. He may see the bright side of things or he may fail to see any brightness. As some writer has put it, "Life is neither exclusively cocktails nor hymns, neither the Charleston nor the cloister, neither living at a hundred miles an hour nor stagnation in oblivion. It is all of these and more." Whatever we think, these thoughts constitute our philosophy. As prospective teachers and teachers of youth what is our philosophy? The teacher's philosophy affects her personality. We are all candidates for personality along with being candidates for degrees and though we may never complete the college requirements for a degree, we may still be candidates for personality.

Personality is a process of growth, not something one puts on as he dons his best suit of clothes. It is not bestowed, it must be achieved. The worth while personality is achieved through effort long and continuous. We may have fallen into indolent methods of thinking and say "we are what we are and might as well accept it." Too many of us suffer from a feeling of self-satisfaction. Unless we have a feeling of dissatisfaction with ourselves we can never hope to grow. A strong desire to improve is a dynamic force in life and is a characteristic of an outstanding personality.

Do we have intellectual curiosity? Do we long to search into, pry into and see what surrounds us? No one needs broader and more varied interests than the teacher.

One distinguished educator puts it "Go forth with the pores of your minds open." Are the pores of our minds open? Do we thrill upon making a discovery in an unknown field? Do we have alert questioning interests and not passive attitudes toward things about us? Do good books, good music and fine pictures give us joy? Do we realize we are heirs of all ages in respect to literature, music, and art?

It is the teacher with the rich background in literature, history and related subjects who is able to enrich her daily teaching. She is the one who has the breadth of view and keen appreciation for things about her. Unless we as teachers have broad knowledge and keen appreciation for the subject we teach we need expect little from the child in our class-room. Is it not the teacher of broad interests who sees in the literature she teaches similar ideas in other classics? By recalling such she is able to give deeper meaning and greater appreciation to the work in hand. Where is the boy but would thrill over Scott's *Lady of The Lake*, poetry though it is if the teacher has a knowledge of Scottish history, or if she knows the story of Bruce and Wallace? How she can illumine the day's work by drawing out the discussion in regard to the practices of the clans! If she has read the *Scottish Chiefs* by Porter she has a wealth to stimulate imaginations. If she knows stories of the festive occasions among the people when celebrations were being held no youth would

yawn during recitation. The well informed teacher is able to compare passages, scenes, and characters in *The Lady of the Lake* with other classics; thus she reinforces and adds interest. In the study of this poem she sees similar ideas in other poems, dramas and novels.

What a dreary business to send boys and girls to study a country in geography when one knows only what the text gives forth. Every stream, every city, and every mountain in whatever country it is in, has its story to tell. Only the teacher with broad background can hope to arouse keen interest in geography.

A young teacher asked a helping teacher but a short time ago if two pages in geography on transportation was too long an assignment for one day's lesson. The helping teacher replied, "Well you know if one knows a great deal about transportation, from the primitive days, through colonial days, down past the period of the Revolutionary War, through the Civil War period into the modern day, surely you have enough for many days' work." Upon examining the text, the helping teacher noticed that the author barely touched on the subject from earliest days to the present time. It was but a naked summary on transportation and it depended upon the teacher's background just how much she saw in the text. Here was a case where knowledge of history was needed on the part of the teacher. A wide interest in the biography of the great men and women of the past might have enriched the topic of transportation. Surely Kit Carson and Daniel Boone were closely linked up with one phase of the problem. Knowledge of life on the great plantations certainly would be of value while making a study of transportation. Abraham Lincoln and his experiences with flat boats on the Ohio River could well be used. Robert Fulton's biography has much in it of worth to contribute along the line of transportation. But to the teacher whose background is limited the subject of transportation offers little to interest boys and girls when it should be a most alluring topic for discussion and research.

The richer the teacher's background the greater will be the joy of teaching. A

teacher with a rich background will see opportunities to relate text book knowledge with the world about her. Too often the child sees little connection with the thing he reads or studies and the world outside the class room. Here again comes a need of a teacher with wide range of interests.

How then is the teacher to get this broad background about which we speak? Wide reading not only in text books, but all types of books will help give this background so needed. She needs to know what books are coming off the press that interest people. She needs to meet many people in all walks of life. She needs to travel. She must have many experiences to have a rich personality.

The teacher who can talk only "shop" when she gets in a group of people has failed to realize her limitations. She must know about things that are not a part of the school program. She must know her community, its interests, its needs and appreciate the things about her. If she leaves her community every Friday at four and returns on Monday in time to start school she can not hope to find much of interest about her. She can not feel a genuine interest in the people of the community unless she makes it a point to know them. Mere facts gathered means little but interest in these facts is necessary.

Teachers must be forward looking. Much that they gather day by day they must see a need for later. In the class room of the college too often the rich material that surrounds them means little as far as future need is concerned. They fail to make it a part of them. It fails to function. The class lecture means very little in many cases. Dr. Slosson says "Lecturing is the mysterious process by means of which the contents of the teacher's note book is transferred through the instrument of the fountain pen to the note book of the student without passing through the mind of either." As students in college classes teachers need to do critical thinking. Unawakened minds develop but little, unchallenged intellects make mediocre personalities. It is a great adventure this finding oneself and one must keep the pores of one's mind open in the doing of it.



Down the smooth St. Lawrence, we glide towards the Old World.

Europe.... Dreams Come True!

By MARGARET PATCH

High-lights from her summer vacation trip to the Old World are described by a young Chicago journalist, niece of Dorothy Dix.

Would you like to go on such a trip? Write the author in care of this magazine, and she will explain in more detail how she planned her economical, several-months European jaunt.

AS the first breeze from the broad St. Lawrence blew away our last little worry and care, baggage stowed away in our cabins, we sought the deck, anxious not to miss a moment of the delightful getting-ready-to-sail.

Steaming slowly out into that waterway known the world over as "the boulevard to the sea," the heights of Quebec faded into the distance, and nearby scenes caught our attention.

It was really a foretaste of foreign lands—the quaint little French-Canadian farmhouses nestling on the slopes of the Laurentian hills that form the horizon for many beautiful miles.

And then we busied ourselves opening *bon voyage* boxes and reading messages guaranteed to send us off in high spirits. Sailing for Europe is such fun!

The life at sea—the carefree pleasures, the happy routine of shipboard—soon claimed us and our week's houseparty had begun.

There's something doing every minute on shipboard, from the rising gong to the rousing close of the collegiate dance.

After the hearty breakfast typical on English ships, we take a brisk constitutional on breezy decks, calling greetings to other circumnavigators.

Almost always we let ourselves be enticed into a fast game of deck tennis, take a fling with the quoits, or join a shuffleboard contest—with rolling decks to baffle the best technique.

Then comes the morning cup of beef tea—those blazoned name in railway stations has caused many an American tourist to scan his guide book.

Music in the lounge by the ship's orchestra next offers a pleasant little interlude, and

a few hands of bridge occupy us until luncheon.

Lazy afternoons with a book, a friendly chat, slip by as we lie snugly blanketed in our deck chairs. It's heavenly just to watch the waves dancing and rippling under soft blue skies. Then tea time comes, and with it more delightful music.

Almost before we know it, it's time to dress for dinner. Evenings are gay with music, dancing, cards—there are so many different kinds of fun!

Time glides swiftly by and the atmosphere becomes charged with excitement. New lands are near, new sights in the very offing.

We hailed with delight the narrow cobblestone streets, bumpy brick walks, the bicycle-riding English families, double-deck streetcars, proceeding perilously up and down steep streets and rounding curves so terrifyingly on the wrong side!

But inverted traffic rules did not hinder us from becoming absorbed in the beauties of an English countryside, as, leaving Southampton, we drove through the dusk towards Oxford.

A hushed stillness lay over those peaceful fields and, as day faded into night, colors faded into soft shades of an indescribable beauty.

The tinkle of faraway bells told us of home-going flocks. And the sleepy murmur of birds and bees made a gentle under-tone rather than sound. The hedge-rows and thatched roofs caught the last faint rays of light and then evening had come.

Oxford at last—its busy High Street, its unstartled byways and quiet courtyards, smiled down upon by buildings time has aged but not made old. How could they ever become old, with youth in unceasing streams to renew them?

Our footsteps lead us into the old Bodleian Library and Museum, watched over by a sleepy attendant who wakes long enough to take our sixpence fees but not to disturb our wanderings.

How we revel in its relics—the Book of the Hours—early illuminated manuscript—rare



Ann Hathaway's Cottage.

paintings, a miniature Shelley, and his guitar!

We wander through the various colleges—Magdalen, the most beautiful; Christ Church, the largest; Merton, the oldest; New—only founded some 650 years ago!

But we have more treats in store. The Shakspeare country offers us such sights as his birthplace, familiar to everyone; Ann Hathaway's cottage and the famous settle near the fireplace where the poet-playwright won the game of love and then neglected his prize; Stoke Poges in whose quiet graveyard Gray wrote his immortal *Elegy*.

Warwick Castle, that gem of architecture shining jewel-fashion from its perfect setting of velvety greensward and dark pines—its proud peacocks lending just the right theatrical touch.

Kenilworth—whose gaunt ruins come to life when the haunting voice of its poet-guide tells of the splendors that once were. From its ruined parapets we look out over the Forest of Arden and see again those figures of Puck, of Titania and Oberon with their fairy bands.

Then down to old Londontown, where we found the traffic even more perilous than we expected from the glimpse at Oxford.

Busses, bicycles, trams, cabs, tiny motors whose occupants seem in hideous danger of bulging out. London streets are thrilling!

And at last we see grim old Tower of London, its dungeons and winding narrow stairways hauntingly reminiscent of its tragic history.

We pause a moment at the spot where the little princes were found slain, and rejoice that now this building is a peaceful museum, its halls echoing to the hob-nailed boots of English school children, rather than the heavy tread of prisoners and their jailers.

And the Dickens hunts that we do go on! With the Old Curiosity Shop the start, we find where so many of his characters lived—



Quaint Magpie Lane, Oxford

Lincoln's Inn and Fields, Chancery Lane, High Holborn.

Nor do we fail to have pigeon pie at Johnson's old haunt, the Cheshire Cheese; stroll through Hyde Park to hear its soap-box orators; seek out Kensington Gardens after sundown to glimpse Barrie's fairies at play.

And then we slip away from London's cosmopolitan crowds and board a channel steamer at Dover for the trip to Ostend, gay seaside resort of continental royalty.

And on to Brussels with its beautiful tree-lined avenues, its quaint square, where the flower market flaunts its riot of color in the face of ancient stone-carved buildings.

We have tea and famous Brussels pastry in a little sidewalk cafe and listen to the string quartet's light-hearted snatches of song.

On to Delft-plate land, The Hague, with its Peace Palace, Scheveningen, Volendam, and the Isle of

Marken—on the Zuyder Zee!

Storybook land come true is Holland. We picture Hans Brinker on his silver skates—although the canals when we see them are blue as the summer sky.

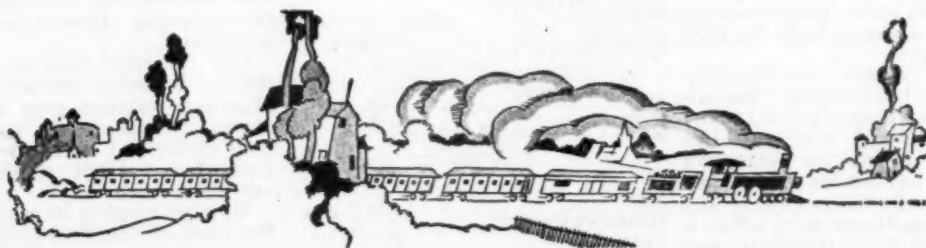
As we go on to Cologne, we thrill at the thought of seeing that famous old cathedral. And it does not disappoint us. It is indescribably lovely—one of the most magnificent Gothic churches in Europe!

One of the high points of the summer's pilgrimage was the trip up the castle-flanked Rhine from Cologne to Mayence.

All of the romantic tales of medieval Germany crowded our memory as we viewed the crumbling old ruins, the terraced hillsides, the rocky haunt of the Lorelei—Legend Land!

Then medieval Germany made way for medieval and modern France, and we turned with anticipatory eagerness to Paris!

Paris, with its delightfully diversified life, southern France, Switzerland, Italy, and Germany will be the subject of Miss Patch's next article.



THE SCHOOL AND CHILD LABOR

Compulsory School Attendance and Child Labor Laws.

By George B. Mangold.

The child labor problem is becoming increasingly a problem the practical details of which must be handled by the schools. "A compulsory education law," as has been well said, "is the best child labor law." But unless attendance at school is enforced the law will have little effect on child labor. The responsibility of the school lies along two lines: first, in Missouri, children between seven and fourteen years of age are required to attend school unless they are physically or mentally incapacitated, or have finished the eighth grade. Children between fourteen and sixteen must also attend school unless they are regularly employed for at least six hours per day or are excused for reasons similar to those given above. The enforcement of this law rests with the school authorities. In the more sparsely settled communities the county superintendent is expected to appoint an attendance officer who will enforce the law for the county; while in the larger towns the local school board may appoint attendance officers directly charged with this duty. Actual attendance at school therefore depends on the vigilance of the attendance officers. If they are neglectful a poor showing will naturally follow.

In the second place, labor permits for children are granted by the school authorities, and these permits are not to be granted unless certain conditions have been met by the children.

The main provisions of the Missouri law are as follows:

1. Children under 14 years of age are prohibited from working in gainful occupations during the hours when the public school is in session, but they may work when the school is not in session if they have permit certificates.
2. Children between 14 and 16 years of age may work during the hours when the public school is in session, provided they procure and file permit certificates. No permit certificate is needed for these children when the school is not in session. Employment in agriculture, domestic service, and for their parents are exceptions to the above.
3. Children under 16 years of age are prohibited from working in dangerous or injurious occupations.
4. Permit certificates are issued by the superintendent or principal of the public school, or someone appointed by the Board of Education.
5. The conditions for getting a permit certificate are:
 - (a) Proof of necessity for the labor of the child.
 - (b) Certificate of a reputable physician showing the child to be capable of performing labor without injury to physical or mental development.

- (c) Affidavit of parent showing date of birth of child.

Permit certificates are good for three months only, but may be renewed.

6. A child under 16 years of age may not be employed at any gainful occupation for more than 48 hours in any one week, nor before 7 a. m. or after 7 p. m., except that by an amendment passed in 1923, a child between 10 and 16 years of age, who is a regular attendant at school, may work two hours after 7 p. m.
7. Permit certificates must be filed with the employer.

School principals, attendance officers and the persons designated to grant labor permits should be familiar with the details of both our compulsory attendance and our child labor laws. The former is comparatively simple but our child labor regulations are complicated and must therefore be carefully studied if children are to be safeguarded against illegal employment.

Child Labor in Missouri

Last fall the National Child Labor Committee at the solicitation of citizens of Missouri who believed that our child labor conditions were not satisfactory, made a survey of certain sections of our state. The investigators studied eight towns, only one of which had a population of over ten thousand, and discovered some very interesting results. The law requires an enumeration of all children between six and twenty years of age once a year. It was found that these enumeration lists were very faulty and incomplete. In addition, there were inaccuracies of various kinds, such as giving the age of the child instead of the date of birth, mistakes in age, and the omission of names. Because of these inaccuracies, it was somewhat difficult to analyze the situation and come to correct conclusions. But the representatives of the Child Labor Committee have corroborated their statements with additional investigations.

In the analysis of working children, two types were designated:

- (a) Full time working children
- (b) Part time workers

(By children is meant persons under sixteen years of age.) A total of 165 full time working children was discovered in these communities, ten of whom were under fourteen. Furthermore, 85 children were found who were neither in school nor engaged in a gainful occupation. The majority of these children had not finished the elementary school, and 46% had not reached the seventh grade. Only thirty-one and one-half per cent had completed the eighth grade. In respect to occupations the following facts were discovered: about one-fourth of the children were engaged in factory work; about one-sixth were employed in farm

labor permits before they may work during the ice. Many girls also did clerical work while the boys ran errands or delivered packages.

The Child Labor law requires children under 16, with the exceptions noted above, to obtain permits before they may work during the hours when the schools are in session. However, only twenty-five of the 165 actually had obtained permit certificates. The schools had not interfered, and since they had not taken the pains to grant certificates they had no official knowledge of the occupations in which the children were engaged.

A very large number of children were engaged in part-time work. A total of 673 was discovered. The average age of these was less than that of the full time workers, being 12.7 years, with 57.5% under fourteen. There were several under nine. Since these part-time workers were spending about thirty hours per week in school, the amount of time consumed in gainful occupations outside of school hours is a matter of considerable importance. The average number of hours so spent was 13.1 but twenty per cent of the number worked twenty hours or more per week, while ten per cent worked after seven o'clock in the evening. The occupational distribution of these children is very different from that of the full-time workers. The selling of newspapers, magazines, and periodicals was the most important occupation and included thirty-six per cent of the children. Farm work came second. A comparison of their ages with the grade attained, indicated that thirty-six per cent of the number were retarded while forty-one per cent were below the seventh grade. None of the 673 children working part-time had a work permit, although the majority were under fourteen and many of these were engaged in occupations for which a permit is required.

The report by the investigators make this statement: "Generally part-time work was considered by the superintendents to be good for the children. This position was held more from the standpoint of theory than from that of actual knowledge of the effect the work might have upon the development of the children. At least one superintendent was surprised that the subject of children working before and after school and on Saturdays was of sufficient importance to warrant consideration. There was one however who had found time and had made it his business to go periodically to each of his schools, interview the pupils personally, and check his records not only with regard to school work, but also as to outside activities and home conditions."

What is true of these eight Missouri towns is without doubt true of the state as a whole. The towns were selected from various parts of the state with the hope that they would re-

flect the conditions that existed throughout the state. It is clear therefore that the school authorities are facing a serious problem and that the improvement of our educational standards in Missouri requires a better enforcement of the existing laws as well as some additions, particularly, to the Child Labor Law. The first step however is to bring about a better enforcement of existing laws. The ground to be covered in this respect is as follows:

- (a) A careful and complete enumeration of the children of school age should be made so that all the facts called for by the blanks used in the census may be obtained. Possession of this information would simplify the work of the school board.
- (b) Greater effort should be made to enforce the compulsory attendance law. If regular attendance officers cannot be secured, or are found to be too costly, other methods of promoting school attendance should be devised. No doubt cooperative plans with parents, teachers or other groups could be developed.
- (c) Every officer who issues labor certificates to children should not only become thoroughly familiar with the Child Labor Law, but should refuse to issue permits except in conformity with the law, and should insist that no children work unless permitted to do so, either by the compulsory education or the child labor law. (In two towns the blanks used in obtaining permits had not even been secured from the state offices.)

The other need is the modification and improvement of the Child Labor Law. The following changes are necessary to prevent children from suffering serious handicaps:

1. The law should be so amended as to prohibit children under 12 years of age from working after 7 p. m., and children under 16, after 9 p. m.
2. No permits should be granted except on documentary proof of age, instead of the parents' affidavit as is the case at present.
3. No child should be permitted to work during school hours unless he has finished the sixth grade, due allowance being made for handicapped or defective children.
4. The clause prohibiting child labor unless "necessity for work" is shown should be repealed.
5. Permits should be granted only on promise of employment; they should be filed with employer and returned to issuing office on termination of employment for which permit was granted.
6. No permit should be granted until a child has received a health certificate from the school physician or a physician designated by the school board.

Applying Standard Principles to Work in the Social Studies

By E. Catheryn Seckler

TEACHING WELL is an art, just as painting well is an art. Since this is true, the same standard principles should be applicable to teaching that are applicable to art. Too often daily lessons are taught without any attempt on the part of the teacher to make them embody any principles at all. The artist never attempts to make a single picture "go over" without having carefully applied all sound standards and principles which he knows, to his painting. The same should apply to the daily lesson of the social studies teacher. There are three standard principles which should underlie any piece of artistry, whether that be painting or teaching. These principles are unity, coherence, and proportion.

What does unity mean in the every day lesson of the social studies teacher? It means close junction of all parts of the whole. It means uniformity and connection. Such meanings of unity become practical in their application to daily class work. Their application means that the thinking of the students must be unified, the assignment must be such as will call for unified and organized preparation, and the development of the lesson must be closely connected and related to the main topic under development. To illustrate; Assume that a particular assignment in a social studies class is on "The relation of the new 1927 French Tariff to International trade." The phraseology of this assignment in itself sets the problem. The thinking, preparation, and discussion will all be centered around the main idea of the effects of the French Tariff on international trade. While keeping in mind the main theme of the lesson, it is obvious that in the discussion of the problem the new tariff will be analyzed, existing tariff laws will be considered, important imports and exports to France, and of France to the other countries will be studied. These are all parts of the whole lesson. Why are these specific parts studied? In order to see the relation of the French Tariff to international trade. In other words, to clarify and explain the main topic or idea. The whole discussion must center about this main topic, which is the unifying agent. Following the general discussion, will come the conclusions and summaries. These must bring the main features of the problem together, and leave the student with a body of well-organized and unified material. A lesson taught in accordance with this illustration will embody the principle of unity.

What does proportion mean in the every-day lesson to the teacher of the social studies? Proportion means the proper relation of the various parts of a whole to each other, and of these parts to the whole unit. In the daily

class discussion or recitation, proportion means the just and fair distribution of time, force, and emphasis to each component part of the topic or problem under development. This may be considered from two points of view. First, there should be the proper time distribution of the entire period to the four fundamental parts of the work, namely, the review, the new lesson, the advanced assignment, and the conclusions. To each of these parts a certain portion of the time will be devoted, and after a time, this distribution will become almost automatic, remaining approximately the same from day to day. Second, in the discussion and development of the new lesson the time and emphasis must be proportionately distributed between the various phases and sub-topics of the lesson. To illustrate; keep in mind the assignment which was considered in the above paragraph, relative to the French Tariff and its effects on international trade. In the discussion of this problem there will need to be such proportionate distribution of time to the various phases of this topic as will make for valuable study. For instance, if the details of the tariff provisions are studied too extensively and too long, it may not leave time to relate the significance of these details to the main topic. Or on the other hand, if the provisions of the tariff are slighted in studying them, the main topic will lack clearness. When the conclusions and summaries are made, all important sub-topics should be emphasized in about equal ratio, to show that the principle of proportion has been applied. If the student over-emphasizes a particular sub-topic to the exclusion of other important ones, it is certain proof that proportion has been neglected in the teaching of the problem.

What does coherence mean in the everyday lesson of the social studies class? Coherence means "sticking together." It means that there must be close and constant relation between the material of the day and the material of the days before. Keep in mind again the assignment on the French Tariff and World Trade. The entire treatment must be understood to have a definite relation to the larger problem of World Trade and International Relations. The teacher can make the necessary connections even though the problem of International Relations has not yet been studied. Unless this principle of coherence is applied, each lesson will hang in "mid-air" unattached and disconnected. It will lack tangible relation to any subject. The result will be a failure by the pupil to retain the meaning and significance of the work which makes for futility of effort. The principle of coherence can best be applied through the review which

should have a place in each day's work. During such times it is easy and logical to connect the material under consideration with that which has gone before.

Without the applied principles of unity, proportion, and coherence, no class has strong character or personality. The application of them necessitates sound organization and skillful manipulation on the part of the teacher.

For the amateur teacher, the application of these standards will probably need to be a conscious and studied one, but gradually they will be applied with ease and naturalness quite unconsciously. While there will always be formal lessons where these principles will not be applied, it is safe to say that few valuable lessons will ignore them entirely.

A CITIZENSHIP PROJECT IN THE 7B, MILTON MOORE SCHOOL, KANSAS CITY

(The School and Community is indebted to Principal J. K. West for the following report)

IT HAS ALWAYS been maintained that the chief aim of any teacher is to make good citizens, to inculcate such habits and ideals into the boys and girls that they will develop into splendid worth while men and women at some vague, dim future time. However of late, in accord with Wordsworth's "The child is father of the man," the pendulum has swung from that indefinite future to the very definite present, until the main problem of the teacher of today is to fill her pupils with the desire to be good citizens, right now. And if this can be accomplished, through the strengthening of good habits, the future will, more or less, be assured.

With this in mind, the children of the 7B grade, of Milton Moore School, of Kansas City, were led to a discussion of the various characteristics a good citizen should have. Many traits were suggested, but it was finally decided that the outstanding ones are: self-control, thrift, courtesy, industry, health, charity, obedience, punctuality, cooperation, honesty and courage; and that if a person could assimilate these eleven qualities into his being and make them "bone of his bone and flesh of his flesh," he couldn't go far wrong.

The next thing to do was to put this idea into a concrete form where it could be kept before the children every day; so the children decided to illustrate it on a strip of cork, a foot and a half high and about twenty-one feet long, which extends along our room above the blackboard. First, they learned to spell the eleven words correctly. Then several art lessons were devoted to the carrying out of the idea. Good lettering had to be attained, so they could make and cut these words from black paper. The color spectrum came in for interested attention to be sure that the blocks on which these words were pasted would harmonize in color. After this study it was decided to use the colors that are neighbors on the spectrum; consequently,

the first block was given a color wash of yellow, the next of yellow orange, then orange, red orange, red and red violet. This scheme took them through the middle word. They then started back from red violet over the same path until they reached yellow for the last word. Then last but not least, each person drew, painted and cut his own picture. The blocks representing the traits of character were pinned along the lower edge of the cork, the figures of the children were standing on these blocks, and the title "A Firm Foundation for Good Citizens" was decided upon, cut from black paper and pinned above the figures. Feeling sure that success would follow in the footsteps of any one who strove diligently at all times to acquire these qualities, a figure of a man juggling the letters s-u-c-c-e-s-s was put on each side of the work, thus completing the border.

How does this function in every day life? If a boy or girl gets in trouble on the school grounds, he looks over these qualities tries to determine in what way he has failed, as a good citizen. If failure is due to a lack of courtesy, his figure is pinned standing on the courtesy block; if it is a lack of cooperation, he is pinned there, etc. It helps not only on the grounds but in the classroom. There is one boy who is unusually slow in getting ready for class, or in having his paper ready for the monitor, so his figure is standing on the punctuality block until that fault is corrected. One girl came to the principal privately and asked to be placed on courtesy. Three boys who have a desire to laugh louder and longer than any one else in the room decided they should be put on self-control, and so there they are.

While of course they aren't perfect, children are children and will forget, yet the teachers of Milton Moore School feel that each is striving to be a good citizen now in the present and that good habits are being formed which will enable them to live fuller, better lives.

THE PLACE OF A UNIVERSITY IN THE TYPE OF REORGANIZATION OF STATE GOVERNMENT KNOWN AS CONSOLIDATION

Address by President Stratton D. Brooks of the University of Missouri, Columbia, delivered on the occasion of the alumni dinner in Kansas City, November 18.

DURING the past fifty years, state legislatures have established new services and placed them in charge of new officers, boards, bureaus and commissions. During the past fifteen years, state after state has been endeavoring by administrative codes or constitutional amendments to bring these numerous governmental agencies into some simplified system and to provide more effective supervision.

The details vary, but the general plan is to combine similar activities (or even dissimilar ones) into a limited number of departments and to place the fiscal control of all in a single individual or board appointed by the governor.

In his book treating of this tendency towards consolidation, Dr. Leonard D. White says:

"State universities are invariably governed by a board of directors, regents, or trustees, sometimes elective, sometimes appointive, for extended terms of office. In these boards is usually vested the full control of the institution, including the selection of the president and approval of other appointees, the determination of the general policy of the university, the approval of the budget, and the supervision of expenditures. The boards are, in most cases, independent of state departments of education and also of the state fiscal agents. Attempts to extend fiscal control to their affairs have been stoutly resisted."

The important question is "Why should state universities object to the transfer of fiscal control from their own boards of regents to one centralized fiscal agency?"

There are many reasons, the major one of which is that the experience of a century has demonstrated that education must be kept free from personal or partisan politics. The present method of university control is designed to remove the university as far as possible from political interference. The new method makes it a part and parcel of the administrative machinery at the state capitol with the inevitable result that sooner or later it will be used for political purposes.

The consolidation plans adopted by various states and considered in others, vary in detail. The general principle is the same, namely, to increase the power of the governor and decrease that of the legislature.

By enlarging the number and influence of the appointees of the governor, his political patronage is greatly increased, and the influence of patronage on legislation both in state and national affairs is well known. It is also known that governors make extensive use of their authority to veto appropriations in order to influence other legislation. If to this authority to be exercised before the appropriations are made there is added the authority to determine the expediency of expending any or all portions

of the appropriations after they have been made, his power is enormously increased. The cleverly concealed fact nevertheless remains that through his fiscal agent he can, if he so desires, determine the major portion of the appointments in all departments and institutions of the state, including the university, and can distribute profitable contracts to individuals, firms or corporations, that have been of assistance in his election, or will be favorable to his future political ambitions. Such, of course, is the present situation with reference to some state expenditures. To extend it to educational institutions would mean ruin indeed.

It is this power to determine the expediency of an expenditure after the people, through the legislature, have determined how much the university may have for the purposes set forth in its requests, that is most dangerous, because it thereby transfers the determination of policy from the Board of Curators to the fiscal agent at the state capitol.

Now all this does not mean that the university should be, or needs to be, entirely omitted from any form of state control. Clearly it should not be and cannot expect to be set aside as an independent little kingdom all its own. Since it belongs to the public, renders service to it and is maintained by it, the public has a right to exercise control of it.

On the other hand, the people undoubtedly desire, and certainly the university has a right to expect, that the form of that control shall be such as to enable it to render efficiently the particular technical and professional service for which it was created.

The fact that its service is technical and professional makes it necessary to establish for its control a system somewhat different from that applicable to the political departments of the State.

To what extent is the State University now under public control? The answer is that it is entirely so controlled as to general policy, internal administration, and financial expenditures. Several agencies co-operate in this control.

First. The Constitution adopted in 1875 provides that "the government of the State University shall be vested in a Board of Curators." There is no office in the gift of the people that can attract and hold such high class men and women as there are appointed to membership on the Board of Curators. Few of them would take any other office. No other group of public officials in all America rank higher in intelligence, integrity, and unselfish public service. Neither can there be found any public activity or group of activities handling an equal amount of money with less waste or less suspicion of dishonesty. They serve the State unselfishly and because of their

long terms of office, become familiar with the university and its problems. To assume that a fiscal agent in the capitol city can determine university policy or exercise control of the expenditures of the university with even a fraction of the judgment exercised by the board, is absurd. Add to this the fact that this same fiscal agent is required to pass judgment on all other expenditures in the state and that each incoming governor will naturally want his personal or political friend in the position of greatest political power, thus creating frequent changes of personnel and policy, and the proposition becomes worse than absurd.

It is clear that no university can expect to remain long worth while under such a system.

Neither is it a sufficient answer to say that the system might work well under a Lowden or a Pinchot without asking what would have happened under a Jack Walton or a Jim Ferguson."

Since the activities of a university are so varied and so complicated that no legislature can hope to regulate all the details by statute, it is necessary that whoever controls the university must not only be concerned with administration, but must also act in a quasi-legislative capacity, by establishing general policies and special rules and regulations, and also in a quasi-judicial capacity in determining the questions that arise in the administration of these problems, rules and regulations.

In the Federal Government and in many of the re-organized state governments, the necessity of entrusting such legislative and judicial functions to an independent board rather than to an individual, has been recognized. To transfer the fiscal control to a single agency outside the board of regents, would be a centralization of legislative and judicial function contrary to present practice and of doubtful desirability.

Since he who controls the pocketbook controls policy, the transfer of financial control to a fiscal agency at Jefferson City would make the Board of Curators merely an advisory board instead of vesting them with the government of the University as provided in the Constitution.

Second. The major portion of funds come from legislative appropriations. In the making of these appropriations, the Governor and the Legislature are jointly responsible. It is necessary that they have full information as to the financial needs of the University. This involves satisfactory accounting systems, complete and detailed reports as to past expenditures, clear explanation of general policies and proposed expansions and an accurate budget covering future needs, in order that fair comparisons with other state institutions and departments may be made, and that appropriations may be intelligently adjusted, and kept within the total revenues of the state.

The people through their representatives in the legislature have and should retain the

right to determine the total amounts they are willing to devote to the policies and purposes presented in the university budget. The governor by his veto can halt any undue expansion or prevent appropriations out of proportion to other needs or in excess of total state revenues. In theory the legislature may override his veto. In practice, however, the university appropriations are seldom passed until the closing days of the session, with the result that the governor's decisions as to total amount are final.

After the appropriations are made, the Board of Curators who are public officials, determine all allotments and are responsible for and approve all expenditures, but these allotments and expenditures must be for the purpose specified in the appropriations and cannot exceed the amounts appropriated. Neither can the board nor its agents enter into binding contracts involving any expenditure in excess of the appropriations.

Third. The university is required by law to keep full and accurate accounts of all its financial proceedings and these accounts must be kept on forms prescribed by the state auditor and are subject to frequent audit by experts, in order to determine their accuracy.

Fourth. The University is required by law to make full and complete report to the Governor, or other State officials, in addition to those made to the Legislature and to the State and National Departments of Education.

Fifth. The law requires that the name of every appointee, including his former occupation, former address including street and number, and the salary, be filed with the Secretary of State before any payment can be made. Furthermore, the list of employees is printed in the Missouri Manual (Blue Book) and in the Biennial Report. In short, there is available at all times a complete and accurate record of the number and salary of its employees, the appropriations, and balances in each of its funds and the detailed expenditures from each.

Sixth. Every expenditure of appropriated funds must be approved by the State Auditor and certified as a legal expenditure from available funds before the State Treasurer can make payment.

Seventh. The law prescribes in detail the selection of its Treasurer, the method of selecting banks to serve as depositories, the securing of interest on daily deposits, and the type of surety bonds required of all those who handle University funds.

Eighth. In Missouri there is also a Board of Visitors charged with the duty of examining the University at will and reporting to the Governor its findings.

To all of these items of financial control, the proposed consolidation laws add one other, namely, that the authority to expend the money after it has been appropriated be transferred from the Board of Curators to the fiscal agency at the State Capitol.

For the reasons outlined above, and for others almost as important, but not discussed here, the University **most vigorously objects.**

While the details as discussed above are not all applicable to the State Teachers Colleges and the other State educational institutions, nevertheless the same general principle that they should be kept out of politics is applicable, and it is the business of the alumni of the University of Missouri to look after the other educational institutions of the State as well as to interest themselves in the welfare of the University.

A word needs to be said about budgetary control. Universities have always found it necessary to submit to the Governor and to the Legislature a full and complete statement of past expenditures and future needs; so have other state institutions and departments. In one sense, the making of these reports on uniform blanks so that all requests for appropriations may be brought into one summary, thus enabling the governor and the legislature to determine more readily the comparative needs of departments and institutions and to keep the total appropriations within the total revenues of the state, is budgetary control. This is especially true in some states where a budget officer, a tax commission or other agency, either independently or as representative of the governor, makes such recommendations for reduction as the revenue situation of the state makes necessary. To such a budget the university can have no objection, providing the form prescribed is such as to set forth simply and clearly the essential facts. In some cases, however, the detailed analysis required by the budget form, serves no useful purpose and leads to confusion instead of information.

There is, however, another meaning of budgetary control, which is that after the budget officer has exercised his legal authority to revise, alter or decrease the estimate submitted, the university or other institution or department may not explain to the legislature why the revisions, alterations or decreases are unwise or even that the same total decrease can better be obtained by changing other items. Such an arbitrary suppression of information that the legislature is of right entitled to, has little to commend it to thoughtful people.

Still a third meaning of the term budgetary control is that after the appropriations are made the fiscal agent may from month to month, or quarter to quarter, require advance permission before any money can be expended and may approve or reject all expenditures. The first two apply to funds **before** they are appropriated, the third is merely another name for fiscal control **after** the appropriations are made. Let any university president beware of approving the inclusion of the university in the state budget system, until he is sure that only the first of these definitions is meant.

It is of course necessary to have a carefully prepared budget as a working basis. Such a

budget is prepared before the beginning of each year, in which allotments are made to each purpose and no expenditures in excess of these allotments can be made without specific approval of the Board of Control. This budget is made after the money available has been determined.

It has all the advantages of the one proposed in the Consolidation Bill, and the additional advantage that the authority to approve such a budget is vested in a non-political board familiar with university needs instead of in a political fiscal agency not likely to begin work with any knowledge of university needs, and certainly without time enough to spare to acquire such knowledge.

There are many other items in the program of consolidation that may not wisely be applied to a university. Time forbids more than a brief mention of them. Chief and most disastrous is a centralized purchasing agency. Reports from every institution in America working under such a system are almost unanimous in saying that such a system applied to an educational institution results in annoying delay and serious loss of efficiency without securing appreciable economy. Probably the best solution is that adopted in some states wherein the educational institutions have full power to make all purchases but are authorized to use the central purchasing agency for all items where savings may be made by standardization or on account of quantity buying.

Control of printing and editing of bulletins is another favorite form of centralization. Even the advocates of consolidation admit that the state editor could not possibly edit the research bulletins of a university but "would of course let the university do it." If such be the case, why pay him a salary for it? Surely the board of regents can more wisely decide what bulletins to publish with the funds appropriated for that purpose than can any outside agency.

Another pet project is the transfer to the state treasurer of university funds derived from fees, then usually reserving them "subject to appropriation" for the university. This involves three or possibly four sets of accounts where now only one is kept, the additional ones being in the auditor's office, the treasurer's office, and in the office of the fiscal agent. It deprives the university of its working capital, prevents taking advantage of trade discounts, loses to the university the interest on daily deposits, and delays and complicates university business. Furthermore, the appropriation would have to be made on estimates for two years ahead. If an increase in students brought in fees in excess of the appropriation, the excess could not be used to offset the increased cost of the extra students. The transfer of these funds would, of course, have the political advantage of requiring additional clerks at the state capitol and would increase

the amount of money to be placed in banks selected as state depositories.

The most important argument for consolidation centers around the words economy, efficiency, uniformity, responsibility and control. Let me say a brief word about each insofar as they apply to a university.

Economy is not measured in terms of total dollars expended. A farmer can save money by leaving the roof off his barn, but it would not be called economy. A state may reduce total expenditures by omitting some services or providing inferior ones, but such a procedure in education would not be called economy. Everybody would like to reduce taxes, but I doubt that the people in any state desire to have their children waste time and money attending an inferior educational institution. Insofar as a university is concerned, anyone with the slightest experience knows that a central fiscal agency cannot effect any economy without a serious loss of efficiency.

The desire for uniformity is likely to warp the judgment of the author of consolidation bills. The distinction between centralization of related functions in one department and the centralization of authority over all functions in one fiscal agency, should be kept in mind. A chart that shows in theoretical form the reduction of all state activities to a limited number of departments, looks like simplification and sound sense. When, however, for the sake of uniformity non-related activities are placed under one department head, the simplification is more apparent than real. The number of departments should be coextensive with the number of general fields of related services performed by the state and any smaller

number gives a false impression and tends to make the public believe it is getting more than it is. Some departments by the very nature of their work must remain independent in order to be efficient. For example, a civil service commission designed to compel the appointing officers to select efficient workers, would lose most of its usefulness if that appointing officer could direct its policy either through appointment of its members or control of its expenditures.

The university, likewise, because of its peculiar technical and professional service, and the necessity of quasi-legislation and quasi-judicial control as well as administrative direction requires a type of public control somewhat different from that which might not be harmful to a penitentiary or an insane asylum.

Neither can I see where there is any advantage in loading onto an overworked governor any more responsibility than is now vested in him to secure outstanding citizens as Curators and to determine the total amounts that can be used for the projects and policies recommended by the Curators. Nor will the case be improved by placing so much responsibility on a fiscal agent that it must of necessity be assigned to a score or more of minor appointees.

As to control, everything that I have said is to the effect that the control is now that which best provides the necessary relation to the state administration and to state finance and at the same time keeps it free from political influence and retains that autonomy necessary for the efficient performance of the proper functions of a university.



SUBJECTS TAUGHT IN HIGH SCHOOL

THE ACCOMPANYING list shows the distribution of the subjects taught in the 589 first class high schools in the state in 1926-27. It will be noted that English, American History, and Mathematics are not shown on this chart. Of course, four units of English, at least two units of Mathematics, and one unit of American History are taught in all first class high schools.

It will be noted that the course in Citizenship is taught in a larger percentage of first class high schools than is any other subject with the exception of English, Mathematics and American History. There are only about 65 first class high schools in the state that are not offering Citizenship. This seems to indicate that the newer organization of the Social

Studies is being generally accepted. It will be noted that 482 of the first class high schools are offering European History as a one unit course. There were 501 first class high schools offering General Agriculture. There are several reasons for this, probably, the most important one being that the teaching of Agriculture is a prerequisite for high school state aid of various types. Consolidated schools must give Agriculture in order to participate in the consolidated high school aid. The teaching of Agriculture is required before a school may receive Wilson High School aid. Teacher-training high schools must offer a course in General Agriculture. A large number of the high schools offer Agriculture because they feel that it is a course which functions in the

community. Vocational Agriculture is gaining in importance, several new schools having been added this year. The same is true of Vocational Home Economics. The increase in the number of schools offering these and other vocational courses, such as typewriting, bookkeeping, and shorthand seems to indicate that a great many schools are attempting to offer courses of the so-called practical nature. They are anticipating to some extent the important fact that many of the high school graduates will not attend college, and should therefore receive some vocational or practical training in the high school.

The American Problems course, it will be noted, is offered in approximately five times as many first class high schools as are the courses in Economics and Sociology. There is a noticeable increase in the number of schools offering the course in General High School Geography, and a decrease in the number offering Physical Geography.

All of the 589 first class high schools are offering Physical Education. However, only 225 of them are offering the work for credit toward graduation. This may indicate at least two things. First: It probably indicates that a number of schools think that this work should be extra curricular and should not be used for graduation. Secondly: It probably indicates that a number of high schools do not meet the requirements which this department has set forth in order that the work may be approved. The first reason is commendable if it is the one which is used for not giving credit for the course in Physical Education. If the second reason is used, it surely is not commendable and the irregularity should be corrected.

551	Citizenship
501	General Agriculture
454	General Science
482	American Problems
422	Physiology, Hygiene
417	World History
306	Latin
277	Physics
245	Music
228	Bookkeeping
225	Physical Education
193	Sewing
178	Modern European History
175	Typewriting
168	High School Geography
163	Early European History
126	Cooking
116	Shorthand
111	Commercial Geography
111	Vocational Agriculture
93	Sociology
91	Economics
90	Chemistry
83	Biology
82	Manual Training
70	Vocational Home Economics
65	Drawing
63	French
59	Commercial Law
55	Spanish
53	American Government
40	Physical Geography
25	Missouri History
22	Public Speaking
11	Trades and Industries
8	Business Engineering
6	Botany
4	Zoology
2	German
1	Greek

There were 245 first class high schools offering Music for credit. This number is being increased rather steadily each year. This fact is of considerable importance since it seems to indicate there is a growing demand for a knowledge and appreciation of Music.

A careful examination of the list will show the trend in the selection of courses for first class high schools. As soon as the high schools have all been visited in 1927-28, it is hoped that a graph may be published for the year which may serve as a basis for an intelligent comparison.

TO ISSUE LIBRARY MANUAL

AT THE MEETING of the Library Section of the State Teachers Association in Kansas City in 1926, a committee was appointed to draw up attainable standards for high school libraries and report to the Section a plan for developing libraries. The committee consisted of Miss Jane Morey, Sec'y, Missouri Library Commission; H. O. Severance, Lib'n, University of Missouri; Miss Sadie Kent, Lib'n, State Teachers' College, Cape Girardeau, and Miss Helen Harris, Lib'n, Smith-Cotton High School, Sedalia. After a year of rather intensive work a report was submitted to the Section in November and has been accepted by the State Department of Education. It will soon be issued in pamphlet form by the Department and will consist of a simple manual for the organization of school libraries, a score card for libraries and a classified list of books for purchase and will replace the library section of the old "Organization and Administration of High School Libraries."

The Score Card and Standards are based on the score card for high school libraries compiled for the Education Committee of the American Library Association which carries on the "Report on Standards for Library Organization and Equipment for Schools of Different Size," prepared for the Committee on Unit Courses and Curricula of the North Central Association. Thus the expert opinions of members of both the American Library Association and the North Central Association have gone into the making of standards for Missouri High Schools.

TEACHERS WITHOUT CERTIFICATES

A few teachers have become careless about securing certificates to teach.

No one can follow any profession in this state without being licensed. Graduation from a School of Law, School of Medicine or School of Osteopathy does not admit persons to practice these professions until they have passed the State Boards who either admit or reject applicants upon their merit as shown by their knowledge of their professions based upon examinations. Certified Public Accountants, Dentists, Barbers and Nurses must pass State Boards after they have undergone due preparations.

Likewise no person can teach any class in the public schools of this state without a valid certificate. The secretary or clerk of every school board in this state should require every

teacher to file a valid certificate before allowing the teacher to meet classes because no degree or any amount of college study will permit any person to teach in any public school unless the person has a certificate. The teacher who teaches without a certificate and each director who endorses or encourages a teacher in so doing is subject to fine of \$100.

Teachers' certificates may be secured as follows:

By taking a county teachers' examination held the first Friday and Saturday in March, June and August.

By completing the prescribed courses in the University of Missouri or the Teachers Colleges.

From the State Department—

By graduation from teacher-training courses in the high schools approved for such courses.

By graduation from junior and senior colleges in this state where preparation courses for teachers are given.

By submission of an official transcript of high school and college credits to the State Department.

Every person should register his or her certificate with the county superintendent in the county where employed before beginning school work.

REVISED REGULATIONS

For the best interests of the teaching profession the Department has thoroughly revised the regulations governing the issuance of certificates from the state office. Significant among these regulations is the omission of the Life State Certificate as such and the substitution of the high school teachers' certificate in place of it. This is valid for life. Also the five-year state certificate as such has been abolished and a high school teachers' certificate substituted for it. This new certificate is valid for five years. The one-year-certificate, formerly not renewable, has been made renewable.

In revising the certificate regulations the chief aim was to issue such licenses on the basis of specific fitness and professional attainment.

A booklet containing all certification information will be sent to anyone upon request.

ESSAY CONTEST WINNERS ANNOUNCED

All pupils writing in the Highway Safety contest should have some teacher, the principal or superintendent send their essays directly to the State Superintendent of Schools at Jefferson City within the time limit fixed by the Highway Education Board. Several essays were sent to the board at Washington D. C. last year and had to be returned to us. None should be sent to Washington as we shall attend to that duty as the rules prescribe.

Those winning medals and cash prizes for essays written last school year are:

First Prize:

Anna Mae Morgan, Warrensburg.

Second Prize:

Mildred Weed, Junior High School, Boonville.

Third Prizes:

Leonard Bondurant, Pershing School, Warrensburg.

Genevieve Forrest, Broadway School, Sedalia.
Charlotte Collins, Central School, Hannibal.
Dorothy E. Mounce, Salem.

Arnold Gillespie, Junior High School, Independence.

Frances Bauer, Freeburg.

Clarence Arndt, Junior-Senior High School, Marshall.

Doris Wand, Edina.

Gladis McCrackin, Junior High School, West Plains.

Helen Marie Coleman, St. Margaret School, St. Louis.

RURAL COMMUNITY IMPROVEMENT CONTEST

Vital interest has been manifested in the Community Improvement Contest for students in agriculture conducted by the Department of Vocational Education. Teachers and students are working vigorously and individuals as well as organizations are offering premiums worthy of the efforts of those who win.

PRIZES FOR THE COMMUNITY IMPROVEMENT CONTEST

The Weekly Kansas City Star has consented to give 350 appropriate and attractive medals to vocational agriculture students of Missouri in accordance with the rules and regulations which follow. This announcement comes at the beginning of the New Year and should encourage every boy in Missouri to do his best to earn a medal. There are 3360 vocational agriculture students in Missouri so on the average there should be one medal for every ninth boy enrolled in vocational agriculture. No vocational agriculture class should be satisfied with less than its share of medals. The teacher should make it a point to visit the home of each boy in his class and take an inventory, so to speak, of the possibilities of the boy earning more points.

RULES AND REGULATIONS—An attractive medal of appropriate design will be given to each of the 360 regularly enrolled vocational agriculture boys of Missouri who rank highest in the Community Improvement Contest in Missouri subject to the following conditions:

1. The boy shall be one of the 350 highest ranking boys in points earned in the Community Improvement Contest in accordance with its rules and those which are contained herein. It is understood that credit shall not be given twice for the same item. Also that beginning November 14, 1927, only five points shall be allowed per hour for labor. Twenty-five points may be allowed for each hour of labor from September 15, 1927, to November 14, 1927, because of a typographical error in the contest.

2. Not more than forty per cent of the total points reported for a medal shall be in any one of the following divisions of the contest: (1) beef cattle; (2) dairy; (3) swine; (4) horses and mules; (5) poultry; (6) sheep; (7) horticulture; (8) crops; (9) soils; (10) farm

shop. It is desired that all phases of the general farm business be improved rather than only one or two phases.

3. The contest for the medals shall close ten days before Junior Farmers' Week 1928.

4. The report of the contest shall be submitted on blanks supplied by this office and signed by the parent or guardian, the teacher of vocational agriculture and the student. A copy of the work done, the approximate date and the points earned on each item shall be included with the report. It is understood that all points be bona fide and that no scheme or device has been resorted to in order to accumulate a larger score. An effort has been made to keep all values of points in harmony with the values of all other points when their importance and all other elements are considered.

TWENTY PRIZES FOR THE HORTICULTURE DIVISION OF THE COMMUNITY IMPROVEMENT CONTEST

W. S. Wayman, a nurseryman near Princeton and former secretary of the State Horticulture Society of Missouri is pledging twenty (20) prizes for the twenty (20) regularly enrolled vocational agriculture boys of Missouri who earn the highest number of points in the Horticultural Division of the Community Improvement Contest in accordance with the rules thereof as follows:

- 1st prize—20 fruit trees
- 2nd prize—19 fruit trees
- 3rd prize—18 fruit trees
- etc. to
- 20th prize—1 fruit tree

TWO LOVING CUPS OFFERED FOR CONTESTANTS

The Purina Mills Company has consented to give a beautiful loving cup to the vocational agriculture school north of the Missouri River which earns the greatest number of points feeding balanced rations to all classes of live stock in accordance with the provisions of the Community Improvement Contest for 1927-28. The points are to be counted for the entire duration of the contest, beginning September 15, 1927 and closing ten days before Junior Farmers' Week 1928.

A similar award is offered to the school south of the Missouri River which earns the greatest number of points as in the foregoing paragraph.

TRADE AND INDUSTRIAL EDUCATION

The work in Trade and Industrial Education has enjoyed a healthy growth the past year and has been extended to many schools outside the large cities.

This work is now being carried on in Boonville, Cape Girardeau, Desloge, Esther, Flat River, Herculaneum, Joplin, Plattsburg, Springfield and St. Charles.

EVENING SCHOOLS IN HOME ECONOMICS

It is gratifying to note the interest which is being taken in evening classes in unit courses for adults in home economics. Several teachers have organized these classes and report progress. This office will reimburse at least three-fourths the salary of the teacher and furnish outlines of the units to be given. Many young and middle aged women would be glad to take this work if proper arrangements can be made. It is hoped that several additional classes will be organized after the first of the year. Outlines for short units in clothing, care of children, food for the family, the house and home and home care of the sick, have been prepared and may be had for the asking.

GOOD ATTENDANCE RECORD

County Superintendent W. T. Clopton of McDonald County reports one boy in his county completed the eighth grade last spring and was never tardy or absent.

The boy finished the eight grades in seven school years.

MISSOURI VOCATIONAL AGRICULTURAL BOYS WON TROPHY

The exhibits of live stock by the vocational agriculture schools of Missouri at the American Royal in Kansas City won the silver trophy which is a loving cup 13½ inches high, 10½ inches in diameter and 15½ inches from ear to ear.

The cup was offered by the Kansas City Stock Yards Company to the state making the best general exhibit of live stock in the Vocational Live Stock Department.

The following basis was used for awarding the trophy:

Neatness and attractiveness of exhibit	35%
Number of animals exhibited	40%
Quality of exhibit as a whole	25%

The trophy must be won three successive years before it becomes the property of Missouri Vocational Agricultural Schools.

Department of Physical Education

By. Dr. H. S. Curtis, Director of Physical Education.

SURFACING FOR TENNIS COURTS AND PLAYGROUNDS

Prof A. D. Brown of Peabody, during the last five years, has been developing a surfacing for tennis courts and playgrounds which bids fair to be more satisfactory than anything we have had thus far.

He first levels and under-drains the area

and then covers it with about an inch of coarse gravel. Over this he spreads a layer of fine gravel, rolls it down with a heavy roller and then sprays it with heavy asphaltum oil or tarvia.

It has always been the custom of road makers and playground makers of other years to cover this oil with a layer of sand and this was what Professor Brown originally used

but in his experimenting in the last two years he has come to use sawdust, which is put on in a thin layer and rolled down.

After a short time the oil begins to soak up through the sawdust and then a second layer of sawdust is added and this in turn rolled. This may be continued until as many as five coats of sawdust have been added to the surface and from an inch to two inches built up in this way. The result is said to be a surface which yields underfoot somewhat like rubber, which does not get dusty and which is not affected by rain. It is of about the constituency of soft asphalt, and is said to be an excellent surface to play on.

The cost of making a tennis court in this way naturally varies with the amount of grading that needs to be done and the availability of the sawdust. It usually amounts to from \$85.00 to \$200.00, a court. As a cement court will often cost from \$1000 to \$1200, this really offers an all-weather court at a very reasonable price.

PHYSICAL EDUCATION LEGISLATION IN ALABAMA

Mr. John Sharman, Director of Health Education for Alabama, has been doing notable work in that State since he accepted the position. He has issued several noteworthy bulletins and syllabi and has just now secured for his Department, legislation as outstanding as anything that has been enacted in the country.

This legislation consists of three appropriations passed by the last Legislature, all of which are advances apparently over anything that has been done elsewhere. The first of these consists of an appropriation of \$800,000 to be distributed to the different schools of the State that are really carrying out the State program in physical education. This legislation came largely as the result of a county survey showing that the physical education program greatly reduced the absences from school.

The second appropriation is one of \$100,000 for strengthening certain departments in the teachers colleges. Of this, the department of physical education is to receive about \$20,000.

The largest appropriation, however, is an appropriation of one million dollars for equalization of educational opportunities in the State. Of this a considerable part is to go to strengthening the supervision in the rural schools. Every county having 75 or more teachers is to receive a helping teacher. The first one to be employed will be a supervisor of elementary subjects. The second one will be a director of physical education. Mr. Sharman thinks he will get out of this law from 30 to 40 county supervisors of physical education. This is probably about as many as there are thus far in the whole country.

INTER-SCHOOL ATHLETICS FOR GIRLS

Girl athletics are increasing with marvelous rapidity throughout the civilized world, but along with this increase is a growing feeling against inter-school contests for girls. It is

said that girls often are not courteously treated and that they have not had adequate training in sportsmanship and that the strains which result may be serious for them.

Prof. Blanche Trilling of the University of Wisconsin made a strong plea at the Congress of the Playground and Recreation Association at Memphis against inter-school athletics for girls as they are often conducted. She read letters from physical directors telling of the conditions under which these contests were being held, indicating that there were often no suitable dressing facilities for changing their clothes, that there was no opportunity for a shower afterwards, that they were often discourteously treated by the audience, that many of the teams were coached by men who did not understand the rules of girls basketball and that many of these games developed a very rough type of play which was objectionable both for social and physical reasons.

BETTER SHOES

THE UNIVERSITY of Wisconsin, Department of Physical Education, has recently made a very interesting study of the relationship of women's shoes to bad posture and other physical defects. One hundred and fifty young women were selected, wearing three different types of shoes; shoes with straight last and low broad heels, those with a more pointed toe and higher heel, and finally a group wearing the extreme heel with the pointed toe. It was found as a result of this study that, from the girls wearing good shoes to the ones wearing bad shoes there was a progressive increase of bad posture, of flat feet, of weak feet muscles and ankle muscles.

If they had carried this experiment a little further they would undoubtedly have found also a number of displacements in the young women wearing the extreme high heel and of course as everyone must know they are all very awkward when they walk.

This study covered also skirts and showed that girls wearing bloomers do not fatigue nearly as quickly as those wearing skirts and the skirt that was narrow at the bottom especially was a very great handicap in all forms of physical activity.

THE SPORTSMANSHIP BROTHERHOOD

SOME FIVE or six states have now adopted the code of the Sportsmanship Brotherhood and are organizing chapters in every high school. The Missouri State High School Athletic Association has also joined the Sportsmanship Brotherhood but thus far there have been no local chapters organized. There are many such chapters in the high schools of Massachusetts, New York, and Delaware and a few other states. A recent report from Daniel Chase, the national secretary indicates that the State Associations of Ohio, Illinois and Alabama have aligned themselves with the organization, and are installing chapters rapidly. Alabama hopes to have fifty chapters by the end of the school

year. We are a part of a really big movement that is spreading rapidly over the entire country. Let us be a real live part and keep the ideals and the Code of Sportsmanship Brotherhood ever before us.

GOOD SPORTSMANSHIP AND GOOD CITIZENSHIP

"The good sportsman has learned respect for the rules. The good citizen has also learned respect for rules, and his rules are called laws.

"The good sportsman has learned fair play. The good citizen has also learned fair play in that he is always tolerant of the political, economic and religious views of others.

"The good sportsman has learned loyalty. The good citizen has also learned loyalty, the basis of all sound organization.

"The good sportsman has learned teamwork. The good citizen has also learned teamwork, which is merely another name for co-operation. A nation of individualists would pass swiftly into anarchy.

"The good sportsman has learned gameness. The good citizen has also learned gameness in that he does not quit or whine when the tide sets against him. The grumbler lacks sportsmanship.

"The good sportsman has learned democracy. The good citizen has also learned democracy in that he recognizes no standard of human excellence save merit.

"Be a good sportsman and you will be a good citizen."

ITEMS of INTEREST

Miss Carrie Cobb, teacher of Sociology in the Savannah schools took her classes recently to visit the Hospital for the Insane at St. Joseph. The Savannah Reporter carried a very interesting story of the visit which had been written by members of the class.

Macon High School, under the direction of Principal A. A. Moore, keeps an honor roll for each of its classes. A recent report showed that the Senior Class had 33 1/3 per cent of its members on this roll, the Junior Class had 23 per cent, the Sophomores 12 and the Freshmen 7 per cent. It would be interesting to know whether this gain from freshmen to senior year is due to elimination or improvement.

More than 1,000 foreign students are attending higher educational institutions in Chicago, according to the adviser on foreign students of the University of Chicago.

Making of an Alaskan flag is a project undertaken by a number of schools in Alaska since the adoption recently of a distinctive emblem for the Territory. Flags made by the children follow the official design, and are intended for school or other appropriate use.

Teachers in public day schools of Nevada, if engaged for night-school work, are not allowed, under a ruling of the State board of education, to give more than two hours of service at night, nor more than six evening hours during any one week.

All adults who handle food in school lunch-rooms of New York City must hold a "food handlers' health certificate." This is in con-

formity to the sanitary code of the city which requires examination of all persons engaged in the preparation or serving of food, to establish freedom from any infectious or venereal disease in communicable form.

"Vagabonding" is a growing practice at Harvard University. The term is of recent coinage and it refers to attendance upon lectures not included in the student's regular courses. Professors encourage it, and every morning the Crimson prints a list of lectures of the day which are likely to be of general interest. The lectures themselves supply the information for the list and its publication is in effect an invitation to attend.—School Life.

The Marceline Herald says, "A Parent-Teacher Association is one of the most urgent needs of the town. With it accomplishments in the field of education will be greater, Marceline children will be better trained and the entire community will be able to detect the benefit." It expresses the hope that before the year is closed Marceline will have an active P-T. A. organization.

Professor D. R. Cully of Bunceton who began his teaching career seventy years ago in Vermont, after being disappointed in not securing a position in Cooper county, was recently honored by a group of friends and former students. A portrait of Mr. Cully was presented to the Bunceton schools of which he is regarded as the founder. He was a teacher there in 1859. Following the Civil War he was at the head of the Sedalia schools for seven years. The occasion of the recent honor shown him by the Bunceton community was his 93rd birthday.

A smallpox scare in the northwest part of Mercer county has caused poor attendance in the schools, according to County Superintendent Allie S. Wilson. No schools have been closed, however.

County Superintendent J. T. Hodge of Barry county has been petitioned to call an election for consolidation of districts around the Purdy school. This community maintains a first class high school and Mr. F. G. Schlegel is the superintendent.

The Bernie School, in Stoddard county was destroyed by fire on January fifth. The fire, according to the Charleston Enterprise, was of unknown origin but it was supposed to have been due to incendiarism. The loss is about \$40,000. The building carried insurance amounting to \$25,000. Bernie supports a first class high school and Mr. G. M. Lott is the superintendent.

County Superintendent Cecil Jenkins, of Andrew county, in announcing the county examinations through the county papers calls the attention of his teachers and prospective teachers to the fact that the questions in Pedagogy for all of the examinations this year will be based on "Everyday Problems for Teachers" and "Laws of Health." He states that they may be purchased from E. M. Carter, Secretary of the Reading Circle Board, Columbia, Missouri.

The Masons of North Carolina have added works to their faith in education by establishing a loan fund of \$55,000 to assist worthy students in securing a College Education. This fund is distributed to thirty-one colleges of the State on the basis of their several enrollments. It is handled by the colleges as other loan funds are handled and is not restricted in its use to children of Masons. The fund was started in 1921.

The National Academy of Visual Instruction will hold its annual meeting in Boston, February 27 and 28.

Survey of Land-Grant Colleges

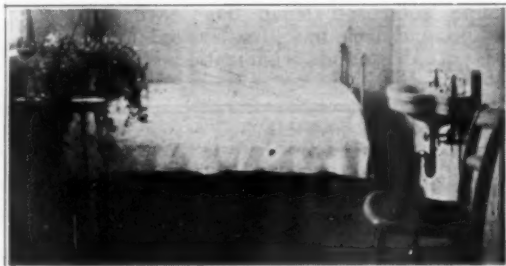
The Bureau of Education is conducting a survey of Land-Grant Colleges under authority of an act of Congress, an appropriation of \$117,000 having been made for that purpose. This survey constitutes one of the largest of its character ever undertaken, according to a statement from the Department of Interior. There are sixty-nine such colleges, each state and territory operating one for white students and seventeen operating for Negro students also.

The survey has been organized along functional lines with eleven divisions each headed by a member of the faculty in one of the colleges to be surveyed. A special Advisory Committee on the Survey composed of ten members includes Dean F. B. Mumford of the College of Agriculture, University of Missouri.

A WELL EQUIPPED NURSING ROOM AT SWEET SPRINGS

By. Wm. F. Bower

One of the accessories of a modern school is a well arranged and well equipped nursing room. Miss Lila Welch of the home economics department of the University of Missouri upon her visit here suggested that some facts and details of the nursing room in Sweet Springs High School be given in the "School and Community" that other schools may have access to the ideas that have been carried out in this school.



A VIEW OF NURSING ROOM

When the new high school was built in Sweet Springs last year a nursing room was provided. It contains ample space, is well lighted, and is situated in the southwest corner of the building. But as in so many cases where a building program is accomplished, we had the room with nothing in it. Next came the task of equipment and care of the room.

The room is kept perfectly clean. All furniture is enameled white. In it is a lavatory, bed, medicine cabinets, table, chair, chest of drawers, and window curtains. It is made as attractive as possible. Usually there is a small bouquet placed in the room. The room is well lighted and cheerful. Interest of people outside of school was enlisted and furnishings were gotten from various sources.

Medicine and first aid cabinets were gotten from the sale of Christmas seals.

Bed furnishings were given by the Fortnightly Club.

The small table was given by one of the girls of the high school.

A chair was donated by a lady interested in the high school.

A chest of drawers and curtains were donated by the "M" Club, a group of girls who are working for their state letters or who have them.

The bed was given by a furniture merchant. It is not a hospital bed but such a one as may be found in any home. It was purposely chosen to represent any ordinary bed.

All the furniture has been enameled white by the "M" Club. These girls take care of the room and keep it in order under the supervision of the principal, Miss Nelle Parsons.

Any school that has a nook or corner in the building or that has a small room of little use otherwise, could plan and equip a nursing room.

The nursing room has been of much help in the Sweet Springs Schools. It has been used very frequently. Some of the uses to which it has been put are:

1. A place to which students may go who become suddenly ill.

2. A means of first aid. There have been many cases of first aid in minor accidents on the school ground and in athletic games. All these cases are taken directly to the nursing room and treated.

3. Several children, who were not able, financially, to go to a physician, have been treated for constitutional ills.

4. Home Economics girls and students studying hygiene use the room for nursing practice.

5. Girl scouts use the room for demonstration purposes in nursing.

6. It is a place for keeping things used in nursing and in first aid.

The whole idea carried out in the room is to have it represent as nearly as possible conditions that are found in the average home. There is no question in our minds as to the value of such a room in the school system of a small town or any town for that matter. Grade children as well as high school children are cared for. Moreover it has been one of those things to achieve outside interest both in those who have made donations and in parents whose children have been aided or who have had nursing practice. It has been a benefit to this school and could be to any other. It is simply one of those little helps that make a school a more perfect institution.

Inauguration of Dean William Fletcher Russell and National Educational Conference.

The new dean of Teachers College, Columbia University, William Fletcher Russell, will be inaugurated in New York on April 10, 1928. On this and the following day a national conference will be held to consider the present condition of American education, its successes and shortcomings, and its future development in response to new social demands. The alumni of Teachers College will join in the exercises of the occasion instead of holding their annual homecoming at an earlier date as already announced.

The main features of the two days' program will be general sessions at which nationally known speakers, both educators and laymen, will discuss educational needs, group conferences of persons interested in particular aspects of education, the installation itself, with addresses by President Butler, Dean Russell, and others. The program will close with a banquet on Wednesday evening for the visiting delegates.

The threefold nature of this coming event gives to the announcement of it unusual significance. The installation of a new dean in Teachers College is itself of interest to educators everywhere. The alumni conference serves as the annual reunion of members of the largest group of its kind in the world. And there

is added, for full measure, a conference on major issues in professional education to which contributions will be made by institutions throughout the county that will represent not merely individual but rather matured group opinion on new issues and methods of meeting them.

CAPE GIVES FOURTH SHORT COURSE FOR COUNTY SUPERINTENDENTS

The fourth annual short course for County Superintendents at Cape Girardeau State Teachers College opened this year January 2nd and continued two weeks, and again has proven its popularity by the fine representation from the counties of the district.

Those in attendance were Miss Myrtle Williams, Ripley County; Miss Vivian Gaty, Ste. Genevieve County; G. M. Cozean, Madison County; C. E. Burton, rural school inspector Southeast Missouri; Miss Millie Graham, Eminence, Mo.; Mrs. Rubye Thompson, Mississippi County; T. J. Douglass, Dunklin County; E. C. Offutt, Audrain County; Fred L. Cole, Washington County; G. W. Hanson, Iron County; Chas. Randall, Wayne County; W. M. Welker, Bollinger County; J. L. Raulston, Butler County; Miss Vera M. Abbott, Perry County; J. H. Brand, Crawford County.

Two weeks were spent in an intensive study of English for which two hours college credit was given. Seven of those in attendance had been in each of the courses previously offered and are quite enthusiastic regarding the professional benefits derived from being in these courses. One of the greatest benefits to those who have attended has been the impetus to complete their college course and secure degrees. Three of those in attendance will secure degrees next spring or summer.

Kansas City Teacher to Conduct Ninth Tour This Summer.

Professor J. F. Kirker of the Kansas City Junior College announces plans for his ninth Travel and Study tour of the west which includes two weeks of travel to interesting scenic and industrial centers of the west and northwest and six weeks of study at the University of California at Berkeley.

Professor Kirker is rendering a valuable service to teachers who desire to spend a profitable and pleasant summer with congenial associates at a reasonable cost. The tour will begin on July 2nd and end August 10th. Those desiring detailed information should write F. J. Kirker, Junior College, Kansas City, Missouri.

HUNTSVILLE SCHOOL SPONSORS SERIES OF PUBLIC ADDRESSES.

As a part of a program of Character Building and Community Betterment the public school at Huntsville has arranged and is carrying out a program of public addresses for the community. The program this year has included addresses by the following: W. B. Selah of Fayette, W. M. Alexander of Fayette, Professor C. A. Phillips of Columbia and Luther Wesley Smith of Columbia.

Mr. Smith's address was given on the evening of January 19th, his subject being "Must We Have War?" A large audience was present and much intelligent interest in the subject was shown by the questions asked the speaker and the discussions that followed the address.

Superintendent C. J. Burger and his corps of teachers are to be commended for this and other community enterprises which they have inaugurated to vitalize the work of the school.

PROMINENT KANSAS CITY ENGRAVING HOUSES CONSOLIDATE.

The Baird Engraving Company and the Burger Engraving Company both of which have done much work for the various schools of Missouri, especially in the matter of school annuals have consolidated under the name Burger-Baird Engraving Company. The new company has taken over the entire seventh floor of the Graphic Arts Building at Tenth and Wyandotte Streets. The officers of both companies and the most highly skilled of the workmen have been retained in the new organization.

This consolidation, it is said, gives to Kansas City the largest photo-engraving concern west of Chicago.

MRS. HARVEY ADDRESSES TO RURAL EDUCATION CONFERENCE AT GREELEY, COLORADO.

The third annual Mid-Year Rural Education Conference was held at Greeley, Colorado January 26-28, under the auspices of the Colorado State Teachers College. Among the prominent speakers is Mrs. Marie Turner Harvey, Professor of Rural Education at the Northeast Missouri State Teachers College, Kirksville. Mrs. Harvey appeared on the general program twice and also delivered an address to the teachers of one, two, and three room schools. Other prominent educators who appeared on this program were Dr. George A. Selke, President of the State Teachers College at St. Cloud, Minnesota and who for several years has been a member of the Summer School faculty of the University of Missouri; Dr. W. D. Armentrout, and President G. W. Frasier, both of the Colorado State Teachers College.

The Fair Grove school in Greene County was destroyed by fire on January 3rd. It was a two story building and housed the grade and high schools. The loss will amount to about \$20,000 a member of the school board estimated. Until a new structure is erected, classes will be held in churches and lodge halls about town. Mr. I. W. Wingo is superintendent of schools.

A REAL COMMUNITY ORGANIZATION.

Greenfield, Dade County, has a very unique Chamber of Commerce or Community Club, in that every citizen is considered a member. The influence of this group has spread through the whole county because the men chosen to fill

certain offices are chosen for their peculiar fitness for the work and all serve without pay. When a project comes up that requires financial outlay everybody "chips in" and in less than no time there is a working fund. F. F. Conn is the secretary of the Greenfield group. He is a strong believer in town and country co-operation and reports that his county has an annual poultry products output of more than two million dollars. The Chamber of Commerce is pushing the fruit growing industry as a major project at this time.

The Humansville Chamber of Commerce is actively sponsoring the plan to erect a \$50,000 community building and specifications for the building are already in the hands of the committee in charge. It is planned to erect a building that will house any kind of community or town gathering, even the ingathering of joint community affairs from all over the adjacent section. It is the intention to landscape the property so that it will be a work of artistic merit both within and without.

One of the interesting activities of the Marshall civic group is the direct sponsoring of events in connection with the Marshall Flying School, an industry that is growing to be of much importance to central Missouri. Eighty-eight student aviators are enrolled this winter and the Marshall Chamber recently entertained them at an Elk's Club affair. Thirty states are represented at the flying school.

WELLSTON SUPERINTENDENT RECOGNIZED BY CIVIC UNION

Superintendent Ernest F. Bush for the past twenty-four years in the service of and for twelve years at the head of the schools of Wellston is one of a limited number of citizens selected by the Board of Review for Who's Who in St. Louis. This is a recognition of worthiness based on position, prominence and accomplishment. Among other information listed regarding Mr. Bush are the following items:

Born in Fulton, Callaway County, Missouri, married to Virginia Frances Craighead. Educated in rural schools of Callaway County, Kirksville Teachers College, University of Missouri, Washington University, St. Louis School of Social Economy, University of Chicago. Degrees B. S., A. B., M. A.

Accomplishments: established the Ensley High School at Birmingham, Alabama, one of the largest high schools of the south. Built Wellston high school from its beginning, also the junior high school. Author of "History of Educational Legislation and Administration in Missouri."

Mr. Bush, despite his long term of service to the schools, still has the vivacity, the ambitions, and the idealism of youth and all of these are abundantly reflected in the schools of Wellston which are largely the work of this worthy citizen.

Telephone News

• • • • An Advertisement of the



Southwestern Bell Telephone Co.

\$9,600,000 Telephone Program for Eastern Missouri and Arkansas



The Calculagraph

*—a time clock
with which
the Long Dis-
tance Oper-
ator times and records the
length of your long distance
conversations.*

17 Years Faster

Long distance service in the state of Missouri was 17 years faster in 1927 than it was in 1926.

The average interval between placing your long distance call and getting your connection was reduced from 5 minutes in 1926 to less than 4 minutes in 1927, an average saving of more than one minute on each call. There were some 8,800,000 long distance calls placed in Missouri last year; 8,800,000 minutes is equal to 17 years —17 years saved for busy Missourians.

Service—Always



Winter—with its storms, sleet, wind, snow—is hard on telephone lines. To protect your service requires constant vigilance, and it is due to the untiring efforts of wire chiefs, linemen, and repairmen, that telephone service is so reliable. Regardless of the weather, they "stand guard," alert to protect your service by finding and restoring damage to telephone lines.

Represents Expenditure of \$28 for Each Bell Tele- phone in Area



During 1928, the Southwestern Bell Telephone Company will spend more than \$9,600,000 in Eastern Missouri and Arkansas for additions and improvements to the telephone system

in the area. This means an average expenditure of about \$28 for each of the 346,000 Bell telephones in this area.

Part of this expenditure will go to provide equipment for 18,500 new telephones which it is estimated will be added to the Bell System in E. Missouri and Arkansas during 1928. It also covers the cost of placing 2,600 miles of long distance lines, which it is planned to add to the existing network in the area.

The activities planned for 1928 are part of the continuous program to widen the scope and increase the usefulness of your telephone and they reflect faith in the future of your state.

For 45 Cents



For 45 cents you can talk 75 miles by long distance, providing you use station-to-station service and place your call after 7 p. m. Just give the out-of-town telephone number to the local

operator—it's quicker.



Congratulations are due Mr. Bush and compliments are appropriate to the Civic Union of St. Louis for its recognition of true worth and fundamentally valuable service.

WHAT A DENTAL EXAMINATION REVEALS

Principal Carl Ilgen of the Pershing School of University City has recently made a report on a very complete study of the dental phase of health and raises the question "Do the facts as revealed by the dental examination of a large number of pupils warrant the establishment of clinics by either the school board or the city administration?"

In Mr. Ilgen's opinion this question can be answered only by an investigation into the data obtained by a dental examination of a large group of children. Such an examination has been carried on in the Pershing School of University City with 521 pupils who were examined with respect to the condition and care of their teeth and the results of the examination and experience have been carefully tabulated.

The following are some of the outstanding facts revealed by Mr. Ilgen's tabulations:

The 521 pupils were found to have 1137 decayed teeth, the numbers ranging from an average of 2.9 decayed teeth for the five year old child to .5 for the thirteen year olds, the average for the entire group being 2.1.

It was found that 117 temporary teeth needed filling and 232 were in need of extraction. Dentists are agreed that even temporary teeth if not too badly decayed should be salvaged for a number of years until they are replaced by permanent teeth and that when temporary teeth are in such a condition of decay as to be a probable menace to the health of the child they should be extracted.

Mr. Ilgen's study shows that many pupils at the age of 9, 10, and 11 are in need of dental attention with respect to having their decayed permanent teeth filled. In the Pershing School 355 permanent teeth were found to be decayed, 19 were missing, 189 were in need of filling and 30 in need of extraction.

With respect to prophylaxis and malocclusion (the relation of the teeth of the upper jaw to those of the lower) these University City studies show that 63% of the pupils examined need prophylaxis, that children are inclined to be negligent with respect to the cleaning of their teeth and consequently their teeth need periodical cleansing by a dentist. Cases of malocclusion were very pronounced being present in 52% of the pupils.

Mr. Ilgen's study shows that parents are indifferent about taking their children to the dentist, but where dental work is provided by some such agency as the city or school, parents are eager to comply with the request that the children be treated at the clinic. Mr. Ilgen's experience in the Pershing School with the dental clinic which was operated for two months in

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1926 confirms this opinion and his studies lead him to the belief that school administrators are justified in including in the health program the care and correction of pupils' teeth. Upon this belief the Pershing School is conducting at its building a dental clinic provided jointly by the St. Louis Tuberculosis Society and the University City Board of Education. The school officials of University City, says Mr. Ilgen, have felt that the health program should not confine itself merely to the detection of physical defects but should include in its program provision for the correction of these cases, especially in those cases where the parents desire it.

PRINCIPAL MILLER LEAVES ROOSEVELT HIGH SCHOOL

The faculty and student body were surprised when the announcement was recently made that Principal Armand R. Miller of the Roosevelt High School was of his own choice to relinquish his work there, at the end of the present term, and become head of the Department of Chemistry at Harris Teachers College.

THE SCHOOL AND COMMUNITY is indebted to Assistant Principal Maynard M. Hart for this information and for the following facts concerning Mr. Miller's work in St. Louis:

Mr. Miller came to St. Louis in 1904 from the Manual Training High School in Kansas City and for a few years was instructor in Chemistry and Physiography in McKinley High School.

He was then made principal of the Blow Elementary School where he served for several years. Early in 1913 he was appointed assistant principal of McKinley High School and in September 1914 succeeded to the principalship. When the new Roosevelt High School was opened three years ago the principal of McKinley with the faculty was transferred to the new school.

Under the guidance and leadership of Mr. Miller in the two high schools of which he has been the executive head many new ideas or projects were introduced, among which may be mentioned the organization of the Student Council, whose chief function is participation in school government; the formation of a chapter of The Torch, or the National Honor Society for Secondary Schools; the issuing of a school weekly called "The Crimson" at McKinley and "The Rough Rider" at the Roosevelt; and the establishment of a thrift club or bank. All of these have had a fine and wholesome influence on the life of the school. Among the many important committees on which Mr. Miller has served with success and distinction is that of the Junior and Senior High School Course of Study.

Principal Miller leaves the Roosevelt High School taking with him the esteem and high regard of not only the faculty and pupils but of the community as well.

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CURRICULUM DISCUSSION

A Symposium by Drs. Rugg, Kilpatrick, and Freeman, at the Convention of the M. S. T. A., St. Louis, Nov. 10, 1927.

DR. HAROLD O. RUGG

IN THE words of Jacques Dalcroze, "I would have a child say, not 'I know' but 'I have experienced!'"

Dalcroze was a music teacher in the Conservatory at Geneva, who discovered the integrated manner of keeping a musician to his musical theme, and upon that Dalcroze developed a method of musical instruction which brought into play all of the capacities of an individual, and the caption, which I have used as a text, couples up very well indeed with the fundamental purpose of education in progressive schools the world over.

"I would have a child say, not 'I know' but 'I have experienced,'"—for it is the all-round education of a child that you and I are met here to consider. For a hundred years in American life we have worked to produce a curriculum, and have succeeded in producing a

curriculum not in the main of experience but fundamentally a curriculum of knowledge, and as such we have produced an inadequate curriculum. We have been concerned in the Western world with the production of knowledge.

Man for tens of thousands of years, and more especially since the time of Plato and Aristotle, lived by intuition alone and man in the Western world struggled, and pushed and pulled and did his own manual labor with the sweat of his own brow until that incredible seventeenth century came upon him, and then in the short space of seventy-five years man produced measuring instruments with which he could measure the passage of time, with which he could measure the passage of

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blood, and man from the time that Gallileo leaned from the leaning tower of Pisa and dropped those two weights, watching eagerly and with bated breath to see if they struck the earth at the same moment, man from that moment pushed back the ignorance of two thousand years and began to deal with the physical world around him. He produced scientific method. He produced a method of analysis; he produced the method of statistical treatment. And from that moment to this the Western man has been essentially interested in ideas, in knowledge.

From time to time new tyrants have appeared, protesting rebels, who have insisted Life is more than ideas; that it is more than intellect, and that it is more than things. Ralph Waldo Emerson in 1842 spoke in a voice that rang out over the western world, "Things are in the saddle and ride mankind." And after him men came here and there over the United States protesting against the rigorous conditions of education which had been produced in a world of things.

William James, living in what Shaw has called the agnostic half of the century produced the Philosophy of Growth. Under the drive of the evolution controversy, the development of scientific method, James gave Education a new slogan. James said, "Education is for growth, and growth is the stuff of which the materials of instruction are to be made." And after James came Dewey, and after Dewey came Kilpatrick.

Now we are met to consider how the curriculum of American schools shall be made. We are met to consider the problems of curriculum instruction. We are concerned with two aspects of this problem. We can consider together the construction of the curriculum in terms of an ideal, satisfactory condition, and it will be necessary for us in our day and for educationists in every day to consider carefully how education will be organized, and would be organized under ideal conditions. On the other hand we are met here to consider what can be done now in American education, under the hampering conditions of large classes such as you have in your city schools, forty, fifty, even sixty pupils to a teacher. We are met to consider what can be done with children of intelligence and creative capacities of the order of those that we now have in our schools. We are met to consider what can be done in the construction

of a curriculum dealing with materials of education as they are made under our present conditions of teaching staff. And so with our longtime view of curriculum making, with our ideal for careful learning and the organization of materials, we shall be concerned to bring the discussion down to the practical method of today.

What can we do now to produce a curriculum of experience and not a curriculum of mere knowledge. Last year the National Society for the Study of Education produced in its Twenty-sixth Year Book a platform of curriculum making which was the joint effort of twelve men. Two of those men are on the platform tonight. We tried to assemble together in one group men of diverse points of view with respect to curriculum making and we met together at great length to consider what could be done to state a theory which we, representing diverse points of view, could agree upon. After prolonged discussion these men, at first at great variance from each other, came steadily together upon this principle which I have enunciated at the beginning. We came together on the principle that we are concerned not only with the education of children, we are concerned not only to build a curriculum out of the interests of little children, but we are concerned also to make sure that that curriculum leads steadily year by year to adult life. Now witness what has happened since Dewey first began his work.

Dewey started a little laboratory school in 1896. It was to be an active school, in sharp contrast to the passive schools. It was to be a school where children would work and not merely listen. It was to be a school where the creative impulses of children would be permitted to develop. It would be a school in which repression and limitation would play very little part. Dewey, following James and the later protagonists of growth, emphasized activity, and they and their colleagues concentrated the attention of school men upon the spontaneous interests and needs and activities of little children.

And so you find today in many schools in this country as a result of their work, in the first grade, in the second grade and the third grade, very little reference to the organized school subjects as such. And you find these children in such schools able to write remarkable English, able to speak, able to compute, able to do these



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other things that boys and girls must do, but in the program of such schools you find a radical reconstruction. Instead of Arithmetic, instead of Spelling and Handwriting, and Grammar and the like, you find units of work, phrased like this: The building of a play city, the theme running throughout a year of work. You find the study of transportation; you will find the milk supply of a large city; the school store; the school bank; the aquarium,—what not. And you find in the upper grades, not History, not Geography, not Civics. What? The Social Sciences. You find Science and other large departments.

Now in the concentration of the attention of school men upon the interests, and needs and activities of little children, the tendency of these schools has been to build a curriculum solely out of those spontaneous needs. So when our committee met, the first and fundamental issue we confronted was:—What age are we concerned with in designing our curriculum? What period of life shall we orient our discussion about?

The scientists in Education in the meantime had been building their curriculum by scientific study of adult needs. Horn, Judd and Freeman and others had produced for us in the past fifteen years lists of words that must be spelled, schemes for teaching handwriting, lists of places that should be learned in map location, arithmetic examples that are used by human beings, and the scientists had said, "The curriculum shall be made out of the expert analysis of adult life." And there we were, a group of people who were concerned with experience, a group of people who were concentrated in their attention upon little children, upon the interests, and needs and activities of these children, and another group of people who were earnest, and by heroic and most laborious methods trying to determine:—What are the processes of life, what are the skills we need, what are the facts, the tradition and movements, and concepts? And it seemed that they were at loggerheads until they began to talk together, and finally they produced this,—a statement of their view about the matter.

"From the educational point of view, Childhood and Adulthood together form one continuous development. Each stage in this succession is to be considered as hav-

ing a character and quality of its own. Each stage should leave the individual best prepared to live the next stage, and through this all others."

And then later they say: "Curriculum making has not only failed to take adequate account of child life, it has failed as a total to take account of adult life. From the very nature of development, it is understood that there can be no conflict between proper education and preparation for later life." And so they say: "We would stress the principle that in the selection and validation of curriculum methods, expert analysis must be made both of the activities of adults and of the activities and interests of children." And in the next sentence they sum up the two points of view:—"The data from adult life goes far to determine what is of permanent value. The data from child life goes far to determine what is appropriate for education in each stage of the child's development. Child interests are of major importance, but unless the expressed interest is in something approved by social analysis to be desirable, or may be easily directed toward some activity that is desirable, it should be eliminated. To validate any experience for any particular time, both the child's interest and social value in the control of behavior should be used as tests. The ultimate test, therefore, of the value of the organization of curriculum materials is the effectiveness of the child's learning."

An important principle to give the reconstruction of the school is this reference: "The curriculum can prepare for effective participation in social life by providing a present life of experience which increasingly identifies the child with the aims and activities derived from the analysis of social life as a whole."

And they raised another fundamental issue. If you go to any of the progressive schools and talk to them about how they make their curriculum, you find a rather distressing refusal to discuss with you the planning of their materials of instruction. Now that was not in the theory of the protagonists of free education who spoke in the late 1890's. That was not in John Dewey's "School and Society," nor in his "Child, the Curriculum," nor in the writings of the later exponents of free education. Those men have said, and we have quoted

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them again in the Year Book to make sure school men are clearly aware of what the masters have pronounced, those men said: "Of course, this curriculum shall be planned in advance." They said again, and we in the committee to which I have referred came together in the discussion of this matter, they have said in these words what the teacher should have in the way of an outline of the desirable experiences planned in advance:

"In this process of curriculum making it is necessary that a teacher have at hand at any stage of his teaching an outline of the general attitudes, the finer appreciations, the important concepts and meanings and the generalizations which he wishes to secure as a part of the outcomes of his instruction. Not only must he have this outline of attitudes, appreciations, meanings, and so forth, which he sets as the goal of instruction, but to be reasonably sure that these come with instruction the activities of the child should be planned in outline form in advance."

Now those issues are fundamental. There are schools which already have underway examples of reconstruction in which some subjects are being abolished. There are other schools which have underway the reconstruction of the curriculum, in which school subjects are being thoroughly departmentalized, and there are schools which refuse to inhibit a child, as they put it, by planning what he shall do in advance; and there are other schools, and they are with us by the tens of thousands, which plan, with great precision and detail, every step of the work in the year. This committee of men have written a platform for themselves, which they submit to you as a bases for your consideration and discussion,—not a platform for you to agree with and to follow, but a bone of contention for you to chew upon. They have come together to this extent: they recognize two fundamental factors in the educative processes. On the one hand, a little child, undeveloped, ignorant, with latent creative capacities; on the other hand industrial civilization, which in complexity and scope is terrifying in its difficulty of understanding, and they say this: neither the academic organization of subject matter by a university professor of some research field, neither that academic organization of history, economics, algebra, physics, chemistry is appropriate curriculum material, nor is the unorganized, uncompleted material that occurs in certain chaotic schools in the primary grades, but rather the task of the curriculum maker is to plan an outline of experiences or activities, or readings or debates of topics for discussion, suggesting as much as possible activities which will bring into play all of the creative capacities of a child, and to plan those in his own scheme of curriculum organization so that the little child, starting at the age of six, can be taken at his maximum rate of growth through the first grade, the second grade, the third grade to the end of high school, that he will mature in his understanding of industrial life, that he will mature at his maximum pace in his willingness to live with other people.

These protagonists of freedom advocate the statement only of the general attitudes which are to come out of education,—some of these protagonists of freedom—but those who have thought clear through the matter know that attitudes are not so general that they cannot be specified, and if we would produce tolerance in the school, we must be sure that we know toward what kind of activity that training of tolerance is going to be directed. We want to make our children critically minded, open-minded and tolerant. About what? Tolerant in general? No. Tolerant about industry, tolerant about the problems of Labor and Capital, tolerant about the problems or race in their own community, tolerant about matters of religion. And you know, and I know, if that is to come about the curriculum maker must plan the outline of those attitudes in advance, and he must select with great care the materials through which those attitudes are to develop.

So that, in order I may concentrate your attention merely upon two issues and not enumerate the large number, may I call to your mind in closing, that this whole matter resolves itself into this proposition: we are to produce a curriculum in our schools which will enable a child to say, not "I know," but, "I have experienced." This child is an all-round child, he has creative capacities, he has artistic abilities, he has musical ability; he can paint, he can dance, he can sing, he can learn to read, he can learn to express himself with words; he can do certain skills,—in some way or another every

one of our twenty-three million children can learn to express himself, and only through a curriculum of real experience, with material which develops, so far as possible, on the spot, but develops through the wise guidance of an artist teacher, can we hope to produce that outcome, a teacher who will stand beside a child, trying to listen to that child, trying to find out what is in the mind of that child; a teacher who can herself or himself get at the soul of a child, and who, at appropriate moments, has the wisdom to re-direct those efforts of childhood; a teacher who will surround that child with an atmosphere of freedom. Poetry, creativeness, cannot be imposed; art cannot be summoned, it can only be permitted.

I say to you that in this modern world, the quality that is needed most in education is that which will reconcile intellect and emotion, a scheme of curriculum materials and experience in curriculum which will give an adequate place for discipline on the one hand and for initiative on the other. Not discipline and knowledge for Knowledge's sake, not purely initiative and freedom, but controlled freedom and disciplined initiative is what we want, a curriculum which will surround the child with the opportunity to express himself in all modes of life, a curriculum which will launch the child upon the adventure of power, and upon a future of reason.

DR. W. H. KILPATRICK

DR. RUGG HAS told you with great clearness and great fairness of the work of the committee, on which he and I took part together. I am going to differ somewhat from some of the emphases that he used as he quoted from this Year Book. In order to give justification for any change from anything that I subscribed to, I wish to read an introductory paragraph. We subscribed to a certain statement, intending to call attention to the direction in which curriculum making is going at present in its attempt to solve its major problems.

"For the purpose at hand each member of the Committee has not insisted upon his own complete curriculum theory, but, on the contrary, he has sought to unite with others to discover agreements which may serve as a working basis for the next practicable steps of certain ordinary transition, the next practicable steps of the progressive revision of the school curriculum, the statement being a composite aim to present agreements, leaving points of divergence to the individual statements later to be found."

If then I seem to disagree at once, it was written into the contract that I had a right to disagree, and if you care to read you will find where I have in that book, at great length, presented my own opinion with the best reasons that I could muster in the space available.

In order to be sure to cover the ground, I am going to ask you to pardon me if I stick rather more closely to my manuscript than I customarily like to talk.

This is the most complex problem and most difficult in the whole range of education. Almost all other educational problems converge in it and I may say, I smile, therefore, to myself in taking thirty minutes to do what two years does not suffice me in my classes. So that you will appreciate that I can only take a few points to present this evening.

My task here, as I conceive it, is both practical and theoretical. To find a practical and practicable way amid and through theoretical and ideal demands, not disregarding the difficulties, yet giving the maximum feasible consideration to the ideal demands. That is my task.

My procedure includes two parts. The first and larger is by analysis to name and consider some of the most significant elements which are factors that condition the problem. These are, in a great measure, contending elements and factors. That is what makes the problem. When we analyze it, we find factors that oppose each other, and this is true not only of the hindrances which oppose the things we would like to get, but the things we would like to get interfere with each other also. I am going to ask you to keep in the background of your mind that each thing we wish for may be thought of as on a scale. We may get a little of it; we may, if we try harder, get more and more, and more of it. Think also of the difficulties that may be very great. If we

work at them, we may lessen them more and more. Keep that in the background, and we will bring it out more explicitly at the close.

So much for the first and larger part which I am going to discuss.

The second part is rather a problem in logic than specifically a curriculum problem, or perhaps better, the application of a problem of logic to this curriculum problem. In the light of the analysis, and in the light of the conflict seen in the elements, what shall we actually do? That is the second part I propose to discuss, much the shorter part, and when we come to it almost commonplace in its common sense.

Now the significant factors or elements. I am going to present them in question form, with the idea that they may be used to apply to any curriculum program proposed for our consideration. If anybody proposes a curriculum program, then I should like to ask these questions:—

1. As between educational output and administration, which is subordinate as a means to the other as an end?

For my own part, if I am allowed to interpret administration broadly to include the harmonious work of the superintendent, supervisor, principal, teacher and pupils, then I am ready to say, that successful administration is a prerequisite to all efforts. And I say this at the first to quiet any fears that anybody may have that I am proposing a chaotic scheme. The school must go before it can go right. But administration must know that it is not an end in itself. Administration must know that it exists for the sake of the learning output, as the learning output in turn exists to remake life.

There are in this country many, many places where the administration sacrifices learning output to administration, and they do this especially by holding to outworn philosophies,—sacrificing educational output upon the altar of uniformity, upon the altar of examination systems, upon the altar of what they choose to call efficiency, forgetting that the efficiency of the school system is to be measured exactly by what comes out as learning output. This is my first question.

The second question. Is the proposed curriculum program based on the conscious recognition of the fact that the curriculum is but a part or phase of the larger whole, and that the larger whole is the educative process?

The curriculum is but a part or phase of the total educative process. Therefore, the curriculum can neither be made nor administered apart from the whole educative process. It is like the arm and the whole body. The arm must fit the body in size; it must fit in and work with the whole body. The curriculum as a part or phase is good as it helps all others to do their best work. It has its part, yes. But it must fit with them to help them to do their part. It often happens that the curriculum does not fit with the other parts of the educative process. The curriculum may repress the teacher; the curriculum may repress the pupil. Many curricula do both. The curriculum almost surely represses teacher and pupil when we make the curriculum first, and then ask how to teach it. We cannot make it first and then ask how to teach it. The curriculum is almost sure to repress both teacher and pupils when one set of people make the curriculum and another set of people teach it. These two things must go together, and I am not facetious in saying, "What God hath joined together, let no man put asunder."

And here with regard to this second element that I bring in, I wish to consider when I ask: Is the curriculum consciously based on the fact that it is a part of the larger whole?—I wish you to consider the scale I spoke of, and you will have at the low end of the scale the curriculum, not fitting with the rest; higher up in the scale, it fits better with the rest; still higher up in the scale it fits well with the rest. The ideal would be complete articulation.

The third question is a special case of the second but so important as to deserve special mention. Does the proposed curriculum program fit with and call out the best learning conditions?

The old programs, the old curriculum programs seldom did this. They seldom fitted with the best learning conditions; they seldom called out the best learning conditions. They customarily worked against the best learning conditions and some of the very new curriculum programs still do not fit with or call out the best learning conditions.

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What are the best learning conditions? As I see it, each pupil should work reasonably near to the limit of his power and resources at enterprises which he feels in a maximum degree to be his own, and for which he accepts responsibility, usually and generally better, in company with others. These conditions, I believe, as the desirable conditions are fairly based on our best scientific study.

Now most curriculum makers, and most administrators of curriculum, do not look this element squarely in the face. They prefer to look the other way. They don't know what to do about it, so they will not look it squarely in the face. They examine in the same old way as if we had not learned anything new about educational psychology. And again I ask you to think of a scale and to see that at the low end of the scale we have the curriculum that but little fits with or brings out the best learning conditions, and higher up the scale the curricula that more and more do fit with and bring out good learning conditions. And again I ask you to consider what was impressed at the beginning, that we have conflict here. The ease of administration conflicts with working for best learning conditions, and this is one of the problems that gives us trouble.

The fourth question I wish to ask: Is the proposed curriculum theory based consciously on the fact that learning is never single, but always learning outcomes are simultaneously appearing?

Now the usual curriculum program assigns one thing, forgetting or ignoring, or having never heard or known, that when you assign one thing to be learned, many other learnings take place at the same time. This child while he is learning this particular thing, be it arithmetic, or history, or handwriting, is learning how to study, good or bad; he is learning how to sit at his desk, well or ill; he is building attitudes for or against the thing he is studying; for or against the school in which he studies it; for or against the intellectual life; for or against the teacher; with regard to himself, either to think well of himself as capable along this line, or to think ill of himself as not capable along this line; deciding, day after day, whether he will continue school any longer than the law requires, or whether he will

continue still many years further. I say that all these attendant learnings follow every assignment, and I say that most curriculum theories ignore the fact, and I say, furthermore, that some of these attendant learnings are very important,—some of them often more important than the assignment itself. And I say that this fact that you assign one thing and get many that you do not assign, this fact plays havoc with the assignment theory. I say we have got to find a theory better than the assignment theory to take care of this fact of the multiple attendant learnings. And I say, furthermore, that this fact, although it is obvious, although it is well known and oftentimes discussed, this fact is persistently ignored. It is an uncomfortable fact for those who ignore it. But if we are to do the work properly, we must look facts in the face, even though they are uncomfortable, and we must adjust our procedure accordingly.

I find myself coming increasingly to the position that henceforth no man who discusses the curriculum theory should be counted blameless who ignores this fact. Too much is at stake. These concomitant learnings go on all the time. If we choose to ignore them, they are more likely to be bad because we ignore them, and we cannot ignore their multiplied effect.

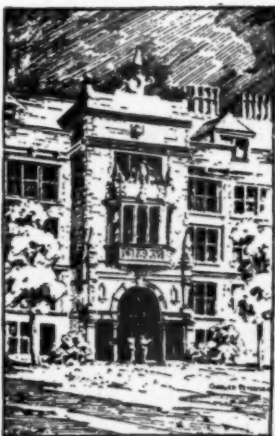
Again I say there is a scale, and at the low end we disregard them entirely, and higher up we take more and more account of them. And again I say there is conflict, not between good learning conditions and these multiform learnings, but again between those who are more concerned with the ease of management and administration than they are to look all the facts in the face.

The fifth question: In what degree is it provided in the curriculum program that learning shall take place in a situation of natural connectedness? I am obliged to quote the phrase "natural connectedness" in order to explain it. It is very nearly the same thing Charters means by his "setting," but I think it goes a little further.

In the old days, the very old days, we used to teach the alphabetical method of reading. We had analyzed reading until we began with letters, then with syllables

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to get sounds, then we combined those syllables into word calling or spelling in the book; then we took the words that had been learned as words and read them in nonsense syllables like, "The bad lad sits on the nag," and such sentences I used to recall, and then after awhile the child got to the place where he read sentences that had sense to them,—connected discourse. Now I say this was the old theory. Until he got to the very last, at no place did the child learn knowing quite what it was all about, learn knowing that he had need for what he was learning, and seeing the place where that need was coming. No. He was prevented from thinking in any full sense.

Now I have in mind when I say "natural connectedness" that the learning should take place in close connection with where it is to be used. The ideal would be that each thing is to be learned when and because it is felt by the learner to be needed now for some enterprise he has under way. This would be the ideal. I say that the light to consider here—I cannot go into the argument—is to defer teaching by separate subjects until the person has got old enough to have specialization. Drill would come after the need is felt, just as the boy drills himself in baseball, or the child drills himself on roller-skates—after the need is felt. And again using our scale of varying approximations. But I must hurry on.

The sixth question: Does the proposed curriculum program take adequate care of the nature and needs of society?

I cannot go into detail. No individual can truly be all he will apart from society. Each one owes it to himself and to others to get from society what society has to give him, and to give to society whatever contribution he can make, and the school exists to help each individual to grow in and through his social relationships.

And I am thinking then of life and variations of that kind of abstracted learning. We need then in the school living conditions, social life, actual life going on so that the child will have the opportunity to learn how to live with his fellows in the face to face group that is necessary for much social learning. But then we must reach out beyond this to those wider social problems, not too far off but as far off as his vision

has yet grown to look, and in connection with this there must be increased management of himself in the social relationship. If the child grows selfishly, then something is wrong; if the child fails to grow in just appreciation of the rights and failings of others, then again something is wrong.

The seventh question: What scheme of tests and measures is contemplated by the proposed curriculum program?

No where else does education so hurt itself as in its examination systems. The examination system often, but not always, controls the curriculum, fixes the type of study (and it is likely to be a bad type), ruins learning conditions, ignores the hurtful concomitant learnings, actually prevents progress in educational practice, and I speak very feelingly. I remember my own experience thirty years ago first meeting this kind of thing, after having experienced a different kind of thing. I live every year under the New York regent system, and have the opportunity of watching its effect. I will not go into detail, lest I point out some of the errors of some of my good friends, but I could, if I wished to, tell you of a certain kind of examination given by some of the most up-to-date thinkers that I know, but the result of that kind of examination was that the students who prepared for it felt that they had to memorize volumes, word by word, sentence by sentence. They felt that. That was the effect of the examination system. And so I say also I have just seen the other, the school system in India, and the school system in Japan, practically ruined by an examination system. No chance to make an improvement; everything is fixed by a centralized examination from the center, and that ends it. No teacher ever varies; no child is willing to vary; no parent is willing for a school to vary. And I say to you our standardized tests, good as they are, as much good as they can do, they can be used to hold the teacher to the wrong kind of teaching, and we have to be exceedingly careful not to do it that way.

The eighth question: What encouragement and reward for the work and growth of the teacher does the proposed curriculum program provide?

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SAN FRANCISCO

Are the teachers under your proposed curriculum program encouraged to think? Are they encouraged to plan? Or, are those teachers trained as factory hands, all thought handed out to them, and they merely expected to follow it?

I see that all over this country, in varying degree, teachers are being treated like factory hands. Again there is the scale: at the low end, in worse degree; the higher up you go, more and more freedom.

Now many ignore this fact and choose not to think about it; some even scoff when it is mentioned, but I say the basis of ethics is just exactly the same as with those match workers who, you recall, by law said: Stop making matches in a certain way because of that peculiarly dangerous disease that the workers get. I repeat the workers must not be sacrificed to the work. The workers must live and grow through the work.

There are many that admit this but regret the necessity, they say. I deny the necessity. As matters now stand there is something to be said. Yes. But even now, many teachers can, if we would only allow them, do a most excellent piece of work, but our red tape uniformity forbids. Many more teachers could, if we encouraged them, try gradually until they learned how; many more yet could if they had from the beginning been taught this way; there are some who probably could not—let us treat with them as such—but let us not hold all other teachers down to their level. I say if teaching were encouraged, a real profession were possible, then we should have more brains, and more unselfish service enter the profession. Until we unshackle the profession, we will never have a fair chance at the best blood, the best brains and the best heart in this country. (Applause)

And finally, I want to say under this head, no school system can teach successfully what its teachers do not find of value. You cannot teach your pupils what you teachers do not see of value. At every serious moment, and there are many in the school room, the teacher must decide what to stress; this teacher must know what is at stake; the teacher must see what is at stake in order to make the pupils value it. We can help her in advance but mostly by educating the teacher to see better, to value better, to use helps in more ways; but

we are not going to help by doing the thing in advance and handing it out from headquarters, and saying: This you do, whether you understand it or not. That is no way to do it.

I repeat:—What the teacher does not see of value, the school can hardly hope to teach.

How much and how best to trust a teacher? I don't know. How much and how best to help a teacher? I don't know. We have not yet seriously tried. But the ideal I do know, and we must strive for that ideal, in season and out.

Now I have not touched all the significant factors,—health, for example, I have not touched upon; and then there are all of the hindrances, the large classes, money costs, the poor quality of those teachers of whom we do have some, the poor quality of school officials, of whom we also have some, bad text books, prejudiced parents, our own lack of knowledge,—all these things are hindrances. But what is the attitude of your proposed curriculum toward these hindrances? Does it take them as fixed facts, or does it say from history,—There are few things fixed; there is generally the chance to improve? And this brings me now to my last point, the last part:—

What shall we do?

And I say we must go at it in two ways.

First of all we have got a school; we have got the children, and something has got to be done right now. What are we going to do? Take all such factors as those I have been discussing, make a better analysis, giving due account to all the difficulties, and make the best working compromise you can to begin with. It is a compromise but it is the best you can do, because you have got to take the present situation into account. That is the present program, but if you are conscientious about this thing, you will have a long-term program. You are working years ahead. What are you going to do there? Get the deepest insight into the problem of education that you know how. Get the deepest insight you can into the most promising kind of education. Then take your analysis factors, considering those that we wish to increase, considering those hindrances that we wish to decrease, and work in season and out to try to increase all the desirable factors.

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I have mentioned eight or nine here in my questions, eight desirable factors. Try to increase the good ones, knowing all the time, however, that you have got to work the whole thing together. Try to decrease the hindrances. If you work consistently at it, you approach more and more precisely a solution. You begin with a compromise. It is the best you can do. But you gradually change the factors so as to get more and more of the things you desire and less and less the things you do not want, and I say that this procedure is only an example of what we can do and must do.

(Applause)

DR. FRANK N. FREEMAN

I SHOULD LIKE to preface what I have to say by some remarks concerning the method of investigation and consideration of a subject of this sort. I am going to cut that very short, partly because the methods which have been used by the speakers this evening agree very closely with the method which I think is the desirable method, and, partly because of the lateness of the hour. However, I should like to make one or two brief remarks on this matter of method.

In education we are very likely to approach,—we very frequently approach questions of this sort in what I might call a philosophical method or a political method as contrasted with a scientific method. Now please understand I am not referring to the discussions of this evening but I am referring to a procedure which is very common and which I think we need to be very clear about.

What do we mean by these methods? By what I call the philosophical method we are very likely to establish a kind of a school of interpretation. We have various philosophical schools. Take general philosophy for example, we have Materialism over against Idealism. We have Dualists over against Monists. We have the Stoics and Epicureans. We always have contrasted schools, and you will notice your progress back into the history of philosophy these contrasted schools have lasted from the earliest down to the present, and so far as I can see there is no more likelihood of their being resolved and united than there was in the period of the great philosophy.

Then we have the political method, according to which we have slogans and we have platforms, and we unite one party around one slogan, advocating one set of activities, and we have another opposing this one and again we do not get together.

Now it seems to me that the scientific method in contrast to the philosophic and political leads us toward a progressive understanding of our problems. In spite of the fact Science leads us toward a progressive solution, we do not have progressives among the scientists. We do not have a progressive party on the one hand and a conservative party on the other hand. You do not hear people talk about progressive Scientists and conservative Scientists. You don't hear of the contrast between a progressive party among biologists and a conservative party among the biologists. Why then do we have a progressive party in education and a conservative party in education? Because I think we are not studying our problems by the scientific method but we are rather uniting about slogans and about platforms.

Now as I said at the beginning, the presentations which have been given to you tonight have contributed very largely toward a scientific analysis and I am not calling names in what I say, but I think I am characterizing a great deal of our educational study and a great deal of our thinking upon this particular curriculum problem.

I think quite appropriately we are uniting upon a central theme. The issue which has been discussed by various educational schools and on various educational platforms is the issue between the interests of the child on the one hand and the interests of the demands of society on the other hand. Now the central point which I wish to make concerning this whole matter is that the contrast which is set up in this discussion is an unnecessary contrast and is due to the fact that we have not made a correct analysis of the problem and the conditions of the problem. We have set the child on one hand over against society on the other hand we have said that the child is in a measure, however we may phrase it, the child is opposed to society. The interests of the child lead him in one direction, the demands of society force the child in another direction.

Now I believe that there is a view of the problem arising from a psychological analysis of the child in his

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situation which, in a very large measure, in its essentials avoids this conflict. If we look at the child, disregard society for the moment, fix our attention upon the child, what do we find? We find a condition in the child which is characteristic of all biological organisms from the very earliest and most primitive down to the most highly developed and complex, namely the human being. What do we find this organism (be it a multicellular organization or be it a human being) doing? We find that there are two processes going on continually and that these processes are interrelated and integrated with each other. What are the two processes?

In the first place, we have adaptation to the environment; we have adjustment to the surrounding conditions and this adjustment to the surrounding conditions is as fundamental and inescapably characteristic of the life of any biological organism as is any function which we can discover. And then we have, on the other hand, going along with and inexplicably interwoven with this process of adaptation, we have processes of integration, or building up of an organism which shall act as a whole with the various parts of the organism, interrelated to each other, intimately and harmoniously.

Now that is a very abstract statement. I am going to try to make it a little more concrete. Let me first take some illustration of adaptation from some of the earlier organisms. Take for example the animal, take the insect or bird. This animal has certain instincts but in applying these instincts to live, to maintain its life, it adjusts itself to every detail of its environment which affects its behavior. The spider, for example, builds its web not in a vacuum but upon twigs or stalks of grass, or upon some object, and in building its web it adapts itself to the conditions of the object. The bird builds a nest, a particular bird builds a particular kind of a nest, but it adapts the particular form of that nest to the conditions, to the object upon which it is fixed. And so on up. We could follow it up through the human being. The human being in making his dwelling adapts himself to the conditions which surround him and his adaptation is much more complex. He has to go and find the material, he has to bring this material to-

gether, he uses all the scientific information and all the accumulation of the previous generations in adapting himself to the conditions, but it is still the process of adaptation.

On the other hand there is integration. The animal illustrates integration on the lowest plane. I first became attracted to this feature of animal adaptation by the works of Sherrington, the physiologist, who described it in a book which he called the "Integrative Action of Nervous System." What did he mean? He meant the animal acts as a whole. Suppose, for example, that we are considering such activity as a reflex act. What do we mean by a reflex act? We mean the mechanical, simple response by instinct to the environment. For example, Sherrington studied the reflex act, the scratch reflex on the part of a dog. What did he find? He found that when that took place the animal was not doing something else; he devoted his attention to that particular thing. He either did it or he didn't do it. He didn't half do it. And while he was doing that he did not do something else. If I may apply that to a modern, more or less facetious illustration, if the dog is chasing a rabbit, he is all chasing a rabbit; if he is scratching a flea, he is all scratching a flea. He doesn't chase the rabbit with the hind feet and scratch the flea with the fore feet at the same time. Take now for example the wink reflex—speaking now of an involuntary reflex. When the wink reflex goes on it goes on as a whole; you are not looking at something at the same time the wink reflex is carried on. You are not looking at something, at the same time winking at something. The one act goes on. Now the nervous system is the means by which this integration takes place.

Let us take some other example of integration. Concentration on the official question, mental activity, is the expression of integration. We are all thinking about the same thing. Our attention is directed toward the same thing. You are thinking, I hope, about what I am saying. If somebody talks to you, you either disregard what he said or nudge him with your elbow, and then integrated in that direction, and then integrated in this direction back, perhaps, but your mind concen-

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trates in one direction or concentrates in the other direction.

Now there are two things we have to accomplish in the development of the child. The first is adaptation, and the second is integration. That is the child has to be so trained and so developed, or he has to be given such an opportunity that he becomes somewhat adapted to all the conditions of the world about him and that he becomes harmonious and a well integrated organism and personality.

Now let me give you just an illustration or two on this point.

This adaptation that I am talking about is not something that is imposed upon the child from without. We have in the back of our mind, I think, the idea that if the child has to adjust himself to society or to the physical world about him it is because somebody takes hold of him and says to him, "Now you must adjust to this world; you have certain impulses within you, you have certain creative desires, but you must do these things." In other words, we set up an opposition between the disposition of the child or requirement that the child adapt himself to the world and the desire or impulse of the child to develop a coordinated, integrated activity. Now I don't believe there is that opposition. The opposition appears not in the nature of the case but in the manner in which we aim or attempt to bring about the adaptation of the child to the environment. The child makes spontaneous adaptations. He makes adaptations without any compulsion on our part. He has a desire to make adaptations, he finds it a natural thing to make these adaptations. Take the very early child, take the infant. The infant finds himself in a world in which life is new. Does the parent say to the child, "Now you must learn to talk; you have certain natural desires and natural impulses and these lead you in certain directions, but this is one of the businesses of life,—you must learn to talk?" Not at all. The child learns to talk without any compulsion at all. He finds himself in society where people talk and it is one of the most fundamental impulses in his nature to adapt himself to this condition of society. As he grows a little bit older he sees people acting in certain habitual ways, in certain conventional ways. He finds certain conventions about him. Does the parent have to say to the child, "Now you must do so and so because if you

don't you will be punished?" Not at all. The child is the most conventional person there is and as he grows into youth he becomes still more conventional. As the child gets into the high school, for example, and I have two of them in my own home right at the present time and I know how they act; the child feels that he must do just as society does and he is much more disposed to subject himself to the demands and customs of society than he will be later on. You don't have to force it upon him at all. It is one of the most fundamental impulses of the child nature and when he comes to see people carry on certain other social processes, reading, writing and the like, he has the same natural impulse to acquire these activities which he sees going on about him.

Now I want to make just one other main point. I say we have these two things. I have tried to say that they are not opposed, that they are co-related; that they are both essential parts of the child nature and child growth and development. Now a further point I want to make is this,—we frequently set these two against each other. We say one is opposed to the other. To a very large degree, in my mind, the one is the means to the other. That is, adaptation is a means to harmony and to integration. What are some examples of an integrated or harmonious activity? Well, of course the reflex act is one of the examples I have already mentioned that doesn't concern us very much. Instinct is another type of integrated activity that doesn't concern us very much either. People used to think that instinct was one of the chief foundations of education. The psychologist tell us now that the human being is not characterized to any great extent by instinct. That is, he does not have a complex system of inborn activities which he has to carry out in a certain way. What we have as the next stage, characterizes human beings, the stage of habit.

Habit is in a human being what instinct is in an animal but notice the difference. Habit is something which an individual has acquired; instinct is something which is inborn in the animal. Now the acquirement of habits is a matter of adaptation. The child acquires his habits as he learns to adjust himself to the world about him. Learning as an exercise illustrates the acquiring of a habit and means of adjustment which produces integrated activity. When the child starts to write, or to skate, or to play baseball, or do any other thing which

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he has not yet learned to do his action is disintegrated. He does all sorts of things he does not want to do. He does all sorts of things that do not accomplish the end which he has in mind. As he learns more and more to do this thing which is a mode of adjustment, which is a mode of adaptation, he becomes more and more integrated. His activity becomes better and better adjusted, more and more harmonious.

Take the next stage, and this is a stage where maybe we will split, for people very often split in their thinking, this is the stage of purpose of activity. I am as much interested in the purpose of activity as anybody. I recognize the function of purposeful activity in a human being. Where the activity of a person is unified by conscious aim or a conscious goal, and if any theory made impossible the use in the school of purposeful activity, I would say that that theory is opposed to psychology, but here is where I would like to make a distinction. The purpose which constitutes the goal of the individual in his behavior in the school or outside of the school may originate from various sources, and as Professor Kilpatrick has very well said, it may very well be a common purpose; it may very well be a purpose which he finds in other individuals or the group. Now if it is a common purpose, it may be a purpose which the child accepts and not one which he originates. If we admit that the purpose which is behind a child's activity is one which he accepts and takes responsibility for rather than necessarily one which he originates, then I do not see where the difference is. The only requirement from this point of view then which will produce integration rather than disintegration, the only requirement is not the child shall originate the purpose but that the method by which he is treated is such that he will accept the purpose. And my position on that point is this, that this depends not so much upon the nature of the activities which the child purposes to do, not so much upon the curriculum if you please, but upon the way in which the child is handled, the way in which he is brought into contact with the curriculum, the way in which he is led to accept the purpose and take responsibility for the purpose which is set before him, and this purpose can be and usually is an objective purpose, not an individual purpose, a common purpose, a

social purpose.

Now if what I have said is true then I believe the issue is not so much as to the character of the curriculum and as to the origin of the curriculum as to the way in which the child is brought into contact with and is led to accept and to work through the curriculum. If my analysis is correct, the business of the school and the business of society is to present to the child, to put the child into contact with such an environment. As he learns to adjust himself to this environment, he will develop in the direction of personal adaptation and at the same time a perfect integration.

REBUTTAL

By DR. RUGG

D R. KILPATRICK called your thought to the best of all curricula making in his insistence that the fundamental process of the school is learning. The school is set up for learning. Any organization of materials of instruction which impedes learning is bad and must be eradicated from the curriculum. The present organization of our school subjects from the lowest grades to the top, does impede learning. It does not at the present time contribute to the advancement of learning.

The people who have taken the theory of leaders like Dewey and Kilpatrick have warped their theories oftentimes, have used nebulous terms. For example, we are frequently told that the only defense for curriculum material in the lower grades is that every enterprise that the children meet in school and take part in in the school shall be a real life situation. Now what is a real life situation? Is the operating of the school store in which the children purchase supplies from a wholesaler in town, the sale of those supplies over the counter, making change, carrying on all the arithmetical processes which are necessary to render financial accounts and assuming responsibility for the stock? Many in this audience would say instantly, "Yes, that is a life situation; that is real." And when children take part in an enterprise like that learning is at its maximum, and proceeds at maximum rates.

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The foundation of the whole discussion is, indeed, that of organizing activities for children in which learning will proceed at its maximum rate. I have seen teachers in the fourth grade enter the class room, within three minutes have every child in that room literally sitting on the edges of their seats, participating in an activity which was initiated and organized by the teacher but in which learning was proceeding at maximum rates. Every child keyed and absorbed in learning.

Dr. Freeman has called your attention to the fact that learning can proceed at its maximum rate if the child can be brought to accept the conditions of the enterprises that he takes part in, and I am confident, from having talked through this matter with Dr. Kilpatrick and other members of the committee—and if I am wrong, I sincerely hope he will discuss this point at this evening meeting before we leave, for it is fundamental—I am confident that he and his associates would accept the notion that a school enterprise is worth while, whether the child initiates it or not, if the child, each child in that class is concentrated upon learning. H. G. Wells said, "We are witnessing in the present order a race between education and catastrophe." I believe that. I believe we are witnessing in the Western world, and in the impact of the Western World on the Orient, literally a race between education and catastrophe, and I think, as Dr. Kilpatrick said, the problem we are called together to discuss here tonight is fundamental and I agree with the other points he made. It is overwhelming in its difficulty.

In American education at the present we are not thinking about learning; we are not analyzing the activities in our school, and it is analyses like you have listened to from him that will orient our attention upon that problem. And it is only, indeed, through the development of educational theory with, and in parallel with development of scientific method and in parallel with experiments in schools the country over, that we shall produce a curriculum of materials which will consist, as the national committee said, of a series of enterprises having a maximum life interest for the learner.

REBUTTAL

By DR. KILPATRICK

THERE ARE TWO points I would like to notice. One is the last remarks of Dr. Rugg, and one with regard to some things said by Dr. Freeman. They are almost the same thing. Let me speak to Dr. Freeman first.

I was myself exceedingly interested and exceedingly pleased with Doctor Freeman's discussion. The only point where I would care to differ would be, not in anything he said but in what I fear some of you would draw as an implication. I am myself on record. I have written in that symposium in the Teachers' College record about six years ago. We went over precisely the ground as to whether the purpose must come from the child or whether the suggestion to it can come from the teacher. I said then, as I have said over and over again, that so far as the learning going on at the time, the question is not primarily where it originates. It is the degree in which it is accepted as the child's own, and the degree in which he accepts responsibility for the result.

Now one other point right there. I think, however, other things being equal, it is desirable that children should have practice in originating ideas out of a situation and in coming themselves to feel a purpose as arising out of a situation. I think that is an extraordinarily valuable thing. I do not know how much can be learned along that line, but I think it is too important to risk not trying it. So that, other things being equal, I would enjoy, I would like to think that the child had practice in seeing in a situation the next thing that ought to be done in working for it, in getting it out, thinking it through for themselves. I think myself that practice along that line will do some good.

Now accepting practically everything that Dr. Freeman had to say, I do not accept this implication, which some of you may draw. I do not know whether he meant you to draw it or not, but some of you may draw the implication that, therefore, the teacher and school authorities can map out in advance what is going to happen, week by week, day by day, year by year. If

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you do that you will not get the child to purpose the thing. He will not accept responsibility on any such basis. It simply will not work that way. You can within limits get him to accept an activity, you can have a spelling match and they will all be eager for it, and so on. You can make things interesting in that fashion, but it is a surface interest; it does not join that activity up in life. It has not sprung out of the child's life so that he is not integrating his character in the way in which Dr. Freeman advocated and in the way I should wish to see him do. These things must follow, in great measure, out of the talking of the thing over together, teacher and child, in order that it may have roots in the child's character and in order that what is done today may jointly integrate with what the child has been thinking about.

Now can it be done? I wish I had the time to tell you of what one of my students told me the other day. She is teaching an eighth grade. She runs the whole thing 100 per cent on the basis that I held up as ideal tonight. Her pupils stood an examination the other day and 80 per cent of them made the 10th grade standard on the Thurman tests. So I will say she succeeds, judged by any standard anybody wishes to set up. I will give you one instance to show how the kind of things grow out of life in her school.

A member of the school board in the town of Milwaukee whose husband happens to be a Socialist was running for re-election. Her husband being a Socialist it was quite natural that some of the elements in that town were opposed to her election and on the last day before election they came out with a statement that if she were re-elected it would mean her influence against athletics in the schools, and it would probably mean putting the schools back to where they were five years before in this matter. These eighth grade children had read the papers and when they saw this for themselves they brought up the question as to what they ought to do about it and when they were about in their own minds to condemn her one of them said, "Well, you remember last week when we investigated the question as to what our histories actually are teaching and whether they are teaching us myth or truth about George Washington, and myth or truth about the Boston Tea Party, you

remember we found we couldn't believe what people said. We must go behind to find out the facts. I propose, therefore, we appoint a committee to see this candidate and find out what her opinion is." And they agreed to it and appointed a committee and the committee left the room at once and telephoned to her and she said to them, "So far from it being true, my platform is exactly the contrary and if you will go down to the Board of Education and look at the minutes, you will find on this date, and this other date, and this other date when I stood exactly against the thing that this newspaper says." The committee came back and reported; they sent the committee down to the Board of Education to look at the minutes. They wanted to be sure; and they came back and reported that the woman spoke absolutely right; her record was perfectly clear. And then they said, "The thing for us to do is to get out and help this woman be elected." And this eighth grade went to work in the district in which they lived, and maybe you think this isn't right but they did it anyhow,—they set to work and voted everybody in that district except one for that woman.

Now this I say is the kind of thing I want to see going on. It is possible to do it but we cannot do it at once, we can't say, "Let us put it into effect next Monday morning." I believe in it but we can't do it that way. And it is more than likely that not all of the teachers can ever be able to do it that way. But let us set to work and do our best and wherever we find a teacher can do it, let us encourage the teacher to try.

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IMPRESSIONS and criticisms of American life written by foreigners are always interesting to the people who are under scrutiny, especially if the attitude of the critic happens to be sympathetic. Since the war and the foreign entanglements resulting from debt discussions and peace treaties so much has been written that is harsh, unkind and false that the average person is rather shy of books whose authors view us from without. It is comforting to note that not all analysts of American life, thought and institutions have dipped their pens in vitriol. A few approach their subject with a sympathetic understanding that is both comforting and instructive. "New Essays and American Impressions," by Alfred Noyes, (New York: Henry Holt and Co. \$2.50) is a book which may be read with profit and recommended with praise. Many essayists attempt to evaluate America after a brief sojourn, during which they possibly saw only the most "obvious externalities," but Noyes writes out of a most intimate acquaintance resulting from visits to more than one hundred and fifty educational institutions and six hundred towns and cities. In this book he deals with such subjects as, "English Misunderstanding of America," "The Makers of Happiness," "What Shakspeare Means to Our Race," "Some American Misunderstandings of England," etc. Anyone who is interested in illuminating discussion of contemporary American life cannot afford to miss this.

Another author who evidently attempted to be thoroughly fair in his estimates rather than caustic is Andre Siegfried. In his "America Comes of Age," (New York: Harcourt, Brace and Co. \$3.00) he reviews such vital subjects as race assimilation, Fundamentalism, the American conception of the state, the Negro problem, birth control, the Ku Klux Klan, etc. This work is more practical than that of Noyes since it deals with such matters as politics, religion, immigration, and



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economic life. Some of the conclusions drawn by the author are disquieting and the book is provocative of earnest thought. The author is a professor in the School of Social Sciences in Paris, is attached to the French Foreign Office as an expert and the book was written at the request of the French Musee Social.

"Building International Goodwill," (New York: The Macmillan Company, \$1.50) is a timely discussion of various means of promoting good will between the nations of the earth. It is presented by the World Alliance for International Friendship and contains chapters by such eminent Americans as Jane Addams, Rabbi Stephen S. Wise, Archbishop Keane, Dr. S. Parkes Cadman, Dr. Lynn Harold Hough, Raymond Robins, and others. The book is confessedly a bit of propaganda to strengthen the general sentiment against war. Much that is of value in the way of arguments for peace will be found herein.

"The Tartar Princess," by L. A. Charskaya (New York: Henry Holt and Co.) is a tale which will delight teen age girls. The heroine is an untamed orphan whose adventures and escapades constitute the material for the story. In addition to the story interest itself the book portrays the life of a young girl in a strange country.

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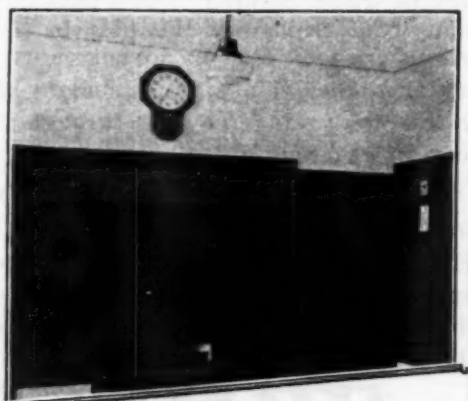
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"Forward Ho," by Perry Newberry (New York: Frederick A. Stokes Co. \$2.00) is the story of a sixteen year old boy who makes his escape from territory held by the Germans, across the Hindenburg line to join an American battery. Being half French and half American he renders valuable aid to the Allies during the famous Argonne battle. The story is told in a manner which will please the boys immensely. The author served in the 77th Division and was an eye-witness to many of the scenes described.

In "The Adventures of William Tucker," by George Halsey Gilham (Boston: Houghton Mifflin Co. \$1.75) the haps and mishaps which occurred to two boys on a shanty-boat trip from Memphis to New Orleans are told. Humor, adventure, mystery and other things which delight the heart of the average boy run through the story in generous quantities.

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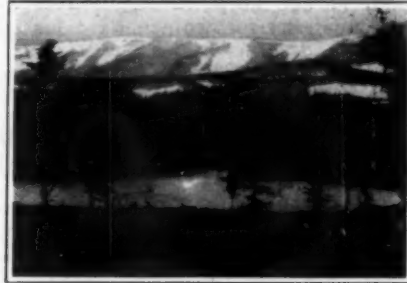
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men and electricians. The last has been added since 1900. Several occupations that were "constant" for men in 1900 have been placed in the "less constant" group, among them being waiters, printers, blacksmiths. Two in this classification have developed since 1900, chauffeurs and garage keepers. Since 1900 "constant" occupations for women have lost three occupations, dressmakers, laundresses and housekeepers. Two, stenographers and accountants have been added.

THE NATURE ALMANAC, A HANDBOOK OF NATURE EDUCATION, edited by Arthur Newton Pack, President of the American Nature Association and E. Laurence Palmer, Director of Nature Education, the American Nature Association, Professor of Rural Education, Cornell University. Published by the American Nature Association, Washington, D. C.

A valuable volume of information about the status of Nature Study in the United States. A nature calendar by months is an interesting feature. Description of various organizations allied to nature study is given. Nature study in National Parks, botanical gardens and museums constitute valuable parts of the book. A nature education survey sets out what various states and educational institutions are doing in nature study education and a rather comprehensive outline for nature study in the schools is given.




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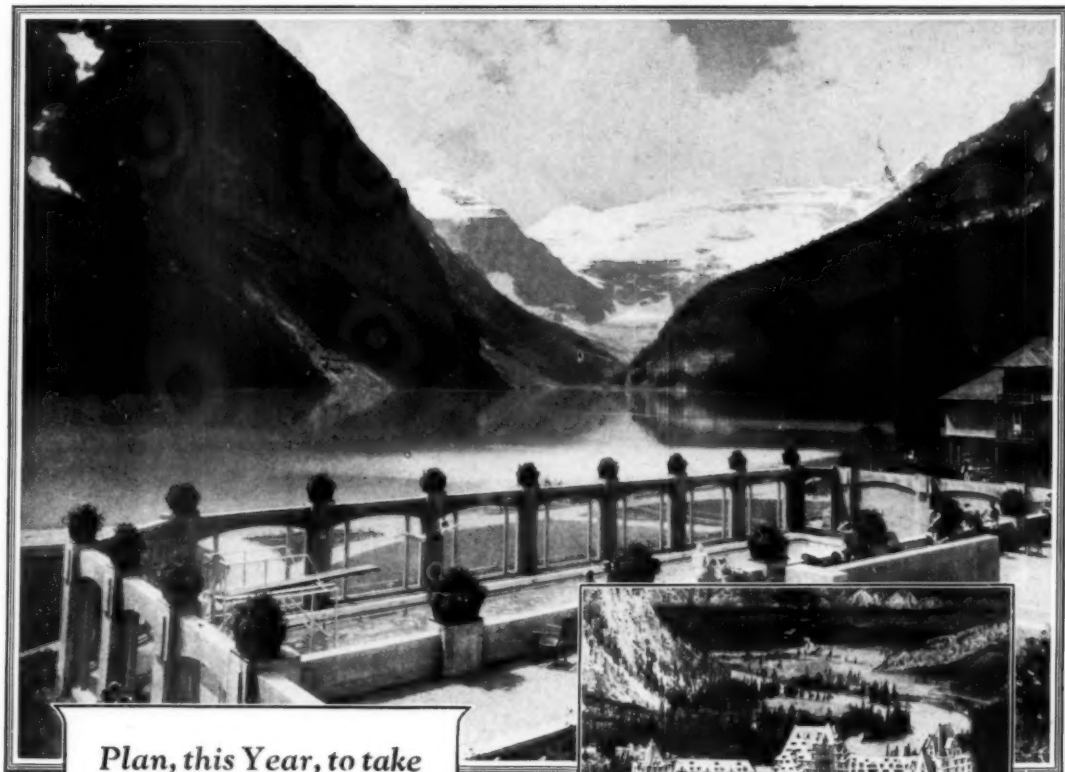
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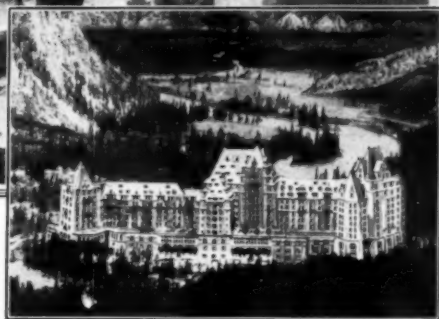
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